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ABSTRACT

This practicum reports on the introduction of educationally oriented strategies to overcome a "crisis of faith" between three target urban communities and their schools. The coordinated strategies were directed toward the communication of information about school programs and toward the individual involvement of parents. The practicum's effect was to produce a significant improvement in parental attitudes and participation concerning the target schools. (Author)

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ADMINISTRATIVE STRATEGIES TO GENERATE COMMUNITY
INPUT/SUPPORT FOR IMPROVEMENT OF THE
PARENT-STUDENT-TEACHER LEARNING BOND

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TABLE OF CONTENTS

	PAGE
ABSTRACT	(i)
INTRODUCTION	(11)
A CLIMATE FOR ACTION	1
Community Information	7
General Characteristics Basic to Strategy Implementation	9
Selected School Characteristics	11
AN EFFORT TO IMPROVE THE EDUCATIONAL CLIMATE . . .	13
A DESIGN TO EFFECT CHANGE.	14
Objectives.	14
Strategy Description.	15
Assessment Design	21
Comments Related to the Practicum Design. . .	24
STRATEGY IMPLEMENTATION.	26
Prepracticum Survey	26
Implementing and Individualizing the Strategies.	36
Design Modification	40
INDICATORS AND BENEFITS FROM COMMUNICATION STRATEGIES	45
Pre-Post Comparison	45
Model Formulation	54

Catalytic Effects of Practicum	56
APPENDIX A: Individual Practicum Effort	61
APPENDIX B: Census Data	65
APPENDIX C: Pre- Post- Questionnaires	68
APPENDIX D: Results of Questionnaires	77
APPENDIX E: Related Documentation	86
BIBLIOGRAPHY	101

ABSTRACT

This practicum reports on the efforts of four Nova participants who introduced educationally oriented strategies to overcome a "crisis of faith" between three target urban communities and their schools. The coordinated strategies were directed toward the communication of information about school programs and toward the individual involvement of parents at the grass roots level. The practicum's effect was to produce a significant improvement in parental attitudes and participation concerning the target schools.

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INTRODUCTION

Recognition of the "crisis of faith" existing in school communities led the practicum practitioners to an exploration of the literature on community involvement. The report covers basic causes of the "crisis" and examines the views of educational experts cognizant of the problem.

Data reflective of the individual practicum schools provides focus for the strategies developed to generate community input/support necessary to the improvement of the three-way learning bond. The school "givens" are detailed, followed by a framing of the creation and implementation of the emphasis strategies.

Pre- and post- surveys of fourth grade students, their parents, and the teaching staff of the schools, permit the tracing of changes stemming from the action of the practicum. A comprehensive outline of the complete model is included.

The summary report contains an analysis of the practitioners' conclusions regarding the action of the practicum as well as its impact on selected facets of the school system. Appendices of supportive documentation are incorporated in the report.

ADMINISTRATIVE STRATEGIES TO GENERATE COMMUNITY
INPUT/SUPPORT FOR IMPROVEMENT OF THE
PARENT-STUDENT-TEACHER LEARNING BOND

A CLIMATE FOR ACTION

Chicago public schools, along with most large city schools are at a point where they face what may be called a "crisis of faith" with their communities. Some of the reasons for this predicament have their historical roots buried deep in the soil of varying concepts of school--community relations. For example, one such conception according to Max Rosenberg¹, was the idea that only the professional educator knew what was best for the education of children. After all, neither doctors nor the community allowed laymen to practice medicine without first being duly trained and licensed. Neither did lawyers allow laymen to practice

¹ Max Rosenberg, "Community Relations--Approaches Educators Use," The Education Digest, January, 1974. p.42-43

law without first fulfilling the requirements set forth by the bar association. It followed then that educators should not allow laymen to practice in their field without obtaining the necessary prerequisites.

Another conception which came into vogue was the public relations approach.² This approach said that if the community was informed of what the school was doing then the community would be interested in and willing to support its schools. Fantini³ has written that there have been several other methods of community participation used as a means of bringing school and community together. One of the methods is the public relations approach where the parent is made to feel that everything is going well in the school and nothing more needs to be done. Another method he mentions is parental participation for instructional support and community service. In times of crisis, Fantini states that there is often community participation for the resolution of the specific crisis.

² Ibid., p.43.

³ Mario D. Fantini, "Community Participation: Many Faces, Many Directions," Educational Leadership, May, 1972 pp.676-678.

But, in spite of these approaches to school community relationships, reading scores have remained low, materials have been inadequate, facilities have been allowed to become outdated, teaching staffs have been characteristically inexperienced, and student populations have continued to become more transient. The school's response to the parents has been that because of these aforementioned reasons they are unable to teach their children. The community's response to this inability of the schools to meet their needs has been a growing sense of frustration and alienation. Schools have further compounded these feelings of alienation, in the view of many parents, by issuing and attempting to implement seemingly expedient, but unclear policies, by condoning and protecting incompetent teachers, and by increasingly maintaining a climate of unwelcomness as parents enter the school door. Additional problem-generating characteristics which plague urban area schools are large size schools and low socio-economic classification of their surrounding communities.

Because of their pervasiveness, the above criteria

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are used by those outside the school, including parents, to evaluate the quality of a school. The bases for their judgments likely arise from, as well as give rise to, the inverse relationship which seems to exist: as a school grows to accommodate an expanding student population, direct parent involvement in the school seems to lessen. This withdrawal of parents from school activities causes students to become indifferent and often hostile and as a result the school's reputation often declines. Such an interpretation, should be balanced against the findings of a major study entitled Project Talent.⁴ This study found that school size, average class size, age of building, or suburban location seemed unlikely to be important causes of excellence of school output. Granting the validity of both of these views, it would seem that school-community problems are people problems relating to those who work in and for the school.

Both the school and the community are responsible

⁴John C. Flanagan et al., Studies of the American High School Project TALENT (University of Pittsburgh Press, Monograph Number 2; Pittsburgh, Penn.:University of Pittsburgh Press, 1962).

for what has happened in urban schools. But, unless something more than mutual recriminations are to be exchanged, there can be no resolution of the crisis of faith. Those forces which have become adversaries in the school situation, must recognize that neither can succeed without the other.

Parents coming together in their dissent, have begun to realize that they can and must demand to participate in the operation of their schools. Fantini⁵ points this out in his last description of types of community participation. He calls it participation for accountability and school governance. He states that professional educators must not only answer the question, "Why Johnny Can't Read" but that the community also has the right to participate in the policy making decisions of the schools. Rosenberg⁶ says the same thing in a different manner. He states that the community relations approach to community involvement dictates that educators and citizens form an inseparable partnership. Educators and citizens are complementary

⁵Fantini, loc. cit., pp. 678-679

⁶Rosenberg, loc. cit., pp. 43-44

to each other and must work together for the improvement of both education and community life.

The Equal Educational Opportunity Survey⁷ indicated that parental interest in the child's education had a positive correlation with student achievement regardless of socio-economic level. The Project Talent study⁸ showed that there was a positive correlation between mothers' involvement in P.T.A. and a range of the student achievement measures. The Plowden Report⁹ indicated that parental attitudes (encouragement and support) tended to have a more positive correlation with student achievement than the quality of material home surroundings.

Recognition by some school administrators of the need for parent input in planning and decision-making has been a necessary initial step toward improving the

⁷James S. Coleman et al., Equality of Educational Opportunity (Washington, D.C.: U. S. Government Printing Office, 1966)

⁸Flanagan, loc. cit.

⁹Great Britain, Children And Their Primary Schools: A Report of the Central Advisory Council for Education, Vol. II (London: Her Majesty's Stationery Office, 1967)

educational climate. Furthermore, some school administrators have even admitted to the need to share with parents some of the operational aspects of their schools. However, what is missing is the means by which individual parental involvement can be transformed into a contributing force for purposeful action necessary to the creation of the trimerous learning bond--parent, student, teacher. Models for accomplishing such parental involvement have been offered and tried, but none have proven successful.

The above discussion provides an overview of the climate pervading big city schools and existing in varying degrees in the three Chicago elementary schools considered in this practicum.

Community Information

The communities of the three schools involved have their own unique characteristics, yet, they are components of the larger urban milieu. Certain pervading factors are common to all communities in varying degrees within a big city, but each retains a local identity which cannot be projected as a generalization to the entire urban area.

Each of the practicum schools is located in a black community on Chicago's southside. The 1970 census tract data reported in Table 1 reflects differences among the three communities as well as their standings relative to other in-city communities.

TABLE 1

Census Tract Data
for Three Chicago Schools

School Community	SES Rank	Md. Family Income	% Below Poverty Level	% Over 25 Grad H.S.	% in Prof Manager Jobs
Higgins Morgan Park	22	\$12,620	8.1	59.5	23.0
Hinton Englewood	68	\$7,512	25.2	37.1	7.3
VanVlissingen Roseland	36	\$11,190	7.1	50.4	16.6

Of the three practicum schools, Hinton's community has the lowest socio-economic status, ranking 68 out of 85. Its community falls somewhat above the city average of 12.5 percent for city families below the

poverty level and the city's average income of \$11,353 (See Appendix B).

In the 1970 census, families on welfare are minimal in the Higgins and Van Vlissingen school communities but rate just over 25 percent in the Hinton school area. The Hinton school was an ESEA participating school with an HEW, 1973-74, poverty index of 37.3 and ranked 123 out of the 132 participating elementary schools (304 Chicago schools were non-participating.) Hinton barely qualified as an ESEA school.

General Characteristics Basic to Strategy Implementation

Although poverty exists in the Hinton community, approximately 88 percent of the children's homes have telephones. Most of the homes are two and three floor brick apartment buildings, owner occupied, and typical of the mid-1920's housing expansion in Chicago. Workers are engaged in a wide variety of semi-skilled and service jobs. Few occupations are in the domestic service field as this type of job has almost faded from the big, northern-city scene. The community has been relatively stable but action reflecting its upward

mobility aspirations has been apparent in the last three or four years. During this time the school has lost 23 percent of its population to the "better" far south sections of the city. No public housing development exists in this school community.

Both Higgins and Van Vlissingen schools, located on the far southside, serve families who have moved up the economic ladder, and are striving to maintain their status with secondary jobs. The Higgins locality is relatively stable; Van Vlissingen's neighborhood has experienced a dramatic change in racial composition and growth of student population and is now approaching stability.

Many mothers of students in all three schools work. Mothers are heads of households in about one-quarter of the families. Where both parents work, night-day shifts are shared to assure one parent's presence in the home during the day.

Telephone contact among parents in all three schools is practical. Approximately 88 percent of the families attending the Hinton school have telephones

while almost all of those associated with Higgins and Van Vlissingen have homes so equipped. None of the three communities contains non-English speaking ethnic groups. A high proportion of the parents were urban educated.

The members of the three communities maintain their own grapevine with respect to the individual schools. The thrust of this interest is not known; however, it is suspected that it has been more concerned with gossip than the school program. Awareness of this vital but unchanneled interest of parents in their local schools prompted the three administrators to devise a vehicle designed for their specific communities to promote improved interaction and thus create constructive input exchanges between parent and school.

Selected School Characteristics

Data for comparing the three schools is given in Table 2 and Table 3 on page 12. Third grade test scores are provided to describe the most recent available achievement levels of the target fourth grade group selected for this practicum.

Selected School Characteristics - 1972/73

School	HIGGINS	HINTON	VAN VLISSINGEN
District	18	21	27
Administrator	Valerious	Webster	Anderson
CHARACTERISTICS:			
School Organization	K-8	K-6	K-8
PER PUPIL STAFF \$ (P1-8) Teachers	\$469	\$481	\$481
STUDENT			
Membership	809	1033	2280
4TH GRADE			
Membership	99	165	226
TEACHERS			
Board Funded	28	38	88
TEACHERS			
Govt. Funded	0	6	0
TEACHERS			
4TH Grade	3	5	6 plus 1 equalization
STAFF EXPERIENCE			
Less 1 Yr.	10%	6%	21%
1-5 Years	43%	39%	47%
6-12 Years	31%	37%	19%
Over 12 Years	16%	18%	13%
RATE OF STUDENT			
Attendance	93.0%	90.8%	87.7%

TABLE 3

Third Grade Median Scores--Reading and Math*

School	HIGGINS	HINTON	VAN VLISSINGEN
READING			
Vocabulary	2.40	2.45	2.13
Comprehension	2.90	2.53	2.22
Total Reading	2.80	2.46	2.13
MATHEMATICS			
Computation	2.92	3.31	2.87
Prob. Solving	2.58	2.80	2.27
Total Math	2.80	3.16	2.68

* California Achievement Test, administered 5/73

AN EFFORT TO IMPROVE THE EDUCATIONAL CLIMATE

In order to diminish parent alienation the practicum participants envisioned the development of strategies keyed to the improvement of school-community communication. The ultimate goal of the practicum was to strengthen the trimerous learning bond of students, parents, and teachers.

The practicum participants selected focal areas for the strategies which they believed would effect positive change in the identified key learning relationship. The practicum was to serve as a catalyst and a reinforcing agent as the participants explored the dimensions of a parent-student-teacher problem solving model. The direct intention of the effort would be to improve community attitudes toward the school as a condition for the achievement of an improved student learning climate.

A DESIGN TO EFFECT CHANGE

This practicum was designed to deal with the proposition that a school-informed community creates a positive school climate, which, in turn, promotes effective learning by students.

The participants scheduled weekly meetings to effect the changes proposed for their communities. During these meetings they defined problem areas, conceptualized solution, identified goals, developed strategies, and established evaluation procedures.

Specific strategies developed by the school administrators related to the schools' need of informed and supportive parents. The focus of these efforts were: increased communication with parents, information about schools, and direct involvement of parents in school programs.

Objectives

The specific purposes determined by the participants to meet their action goal were the:

- . assessment of the community's attitudes toward its school and knowledge about the school.
- . finding of common areas of concern and of paucity of knowledge among community members: parents, teachers, and students.
- . development of administrative strategies to elicit involvement by community components, and to instill awareness as to the functioning role of the school and efforts made by the school to promote learning.
- . implementation of developed strategies.
- . assessment of changes in attitudes, awareness and the degree of community involvement at the conclusion of the practicum.

The strategies to meet these objectives and to effect change were planned in a manner which would utilize the fourth grade instructional program with the intention of increasing parental interaction. The strategies agreed upon by the participants as having the potential to effect the changes envisioned are described below.

Strategy Description

Three major strategies were selected by the participants for implementation of the practicum with consideration being given to the minimization of incremental costs, their coordination with on-going

programs, the simplicity of operational aspects, and their involvement of parents directly and individually. The specifics of the strategies chosen are outlined here.

CommuniLetter

The communiLetter is a two-way parent-school communication, a transmittal of newsworthy information followed by an opportunity to give feed-back. CommuniLetters attempt to overcome the traditional one-way communication of school systems.

CommuniLetters attempt to:

- a. foster improvements within the school setting.
- b. evaluate and resolve new issues as they are presented.
- c. inform personnel, encourage parental status, and facilitate the contribution of worthwhile suggestions. The vehicle utilized in this project for transmittal of CommuniLetters was a newsletter including an open-end response form:

COMMUNILETTER To: _____ I wish to make the following suggestions for the betterment of the _____ School: _____ _____ Signature
--

The response may be related to a previous newspoint, an opinion concerning a school project, an unanswered question in the newsletter or any comment the sender wishes.

Other suggested opening statements for communiletters are:

"I wish to make the following observation about report cards..."

"I have read my child's folder of work and have the following reaction...."

"I need to know the following information concerning our school..."

The communiletter benefits are:

- a. Informed parents who will better understand the school program.
- b. Opportunities for parents to participate immediately in the school.
- c. Improved parent-student understanding related to school programs and activities.

TSP Telephone Tree:

The Telephone Supportive Parent tree was developed to involve parents directly in the learning situation while not requiring their physical presence in the school or classroom. The strategy's premise is that parents are able and willing to support their child's learning when they are aware of the school's aims and the particular area(s) which require parent support.

A TSP parent supports the classroom operation

through receiving information from the school relating to various aspects of the curriculum or facets of the classroom program. The parent follows through on the information received by telephone in a manner which best assists his child.

The student who forgets assignments or who neglects phases of it is circumvented by his TSP parent. The student can be provided with learning opportunities within his family structure when the parent is aware of the teaching-learning and its requirements.

A trip to a museum, use of home reference material, Uncle Joe's army experience in..., or even grocery shopping estimating can provide further extension of in-school learning.

The successful operation of the TSP strategy has specific requirements:

- a. Pre-publicity: Provided both formally and informally. Parents and staff must be made aware of the reasons for initiating a telephone tree operation and how it will improve learning for students.
- b. Elements of TSP framework: Teachers and related staff must have a clear idea of the TSP operational framework and must agree on the importance of an impact on learning of a TSP message.
- c. Elements of TSP organization: The effective operation of TSP requires consideration of these aspects: Who will join TSP? How will TSP parents be formed into a network? What are TSPer's responsibilities? How are non-TSPer's involved?
- d. TSP Publicity: A formal presentation is made to parents requesting their assistance in the organization of the

telephone tree and outlining their specific duties as a TSP parent.

- e. Formulation of TSP: After determining the best method of TSP organization, the trees are formed. Parents receive their trees with clear instructions on the use of TSP.
- f. Initiation of TSP: Each parent receives their TSP card for placement in their street-viewed window--this indicates the parent's role and publicizes the strategy. The first message is of real concern to parents and students and is followed by a communiletter to both TSP and non-TSP parents:

TSP COMMUNILETTER

WAS A MESSAGE RECEIVED? _____ WHEN? _____

WERE YOU ABLE TO ASSIST YOUR CHILD?

(A specific question of the TSP parent is asked) _____

Student's name: _____

Parent: _____

Change in telephone number _____

The TSP strategy utilizes a form of communication easily available in urban areas where parents do not know each other personally, where distance or class sizes are a factor, and where many parents work during school

hours. TSP is a form of one-way communication between parents participating in the strategy as well as between parent and school.

"How to" Meetings:

These meetings are designed to answer questions of either pupils, parents, or teachers. Some of the meetings are held in the school, others in private homes. Each meeting is centered around a particular theme of interest to the participants.

The meetings are planned to include from seven to fifteen persons to allow for maximum interaction among the participants.

The purpose of the "How to...." meetings is to increase group interaction and co-operation among the members of the trimerous bond--parents, teachers, and pupils.

The "How to....." meetings evolve out of the felt needs of pupils, parents, or teachers. These are elicited out of the distribution of a communiletter to the groups with an open-end statement such as:

"I would like to know 'how to': _____"

In this practicum, all fourth grade students, parents, and teachers were designated for receipt of the statement.

The responses garnered from the query are classified and meetings arranged, possibly through the telephone tree, to provide the know-how for each particular "How to...." topic.

Meetings would utilize:

- a. Cassette tapes

- b. Oral presentation
- c. Demonstrations
- d. Workshops

and should draw upon the skills of any of the participants.

It is felt that such meetings contribute to a better understanding of the views and feelings held by each of the target groups. This is accomplished by centering each meeting around a specific area of concern. Interaction arises out of the presentation of various "How to...." ideas by group members to the other participants of the meetings. Furthermore, discussions held in these meetings can contribute to opening up new and broader everyday lines of communication between and among students, parents, and teachers.

Assessment Design

Evaluation of the practicum was undertaken on the basis of these assumptions:

- . that parents had little knowledge of the unique characteristics of the school which their children attended
- . that parents, teachers, and students have concerns and opinions about their schools communities, many of which are shared
- . that interactions leading to a strengthened bond among parents, teachers, and students are encouraged when each of the groups becomes aware of their common concerns and their opinions about the school; the interactions provide avenues for increased communication and action for involvement
- . that as parents become better acquainted with

the school they would feel more involved with the learning which the school attempts to promote, take more active part in school activities, and transfer their resulting positive attitudes about the school to their children

- . that positive attitudes on the part of pupils contribute to the learning process and to achievement gains.

Evaluation of the project, in part, encompassed the testing of those of the above assumptions which lent themselves to appropriate assessment within the practicum period (November, 1973 - June, 1974.) A pre- and postpracticum questionnaire procedure was selected to determine the levels of knowledge about the schools and community/school concerns on the part of the parent, teacher, and pupil target populations. Observational techniques and unobtrusive measures (parent meeting attendance, parent and teacher reactions to practicum strategies) were used to measure movements toward assumptions related to outcomes (increased involvement, expressions of interest and action among components of the practicum populations stemming from awareness of their common concerns.) Improved student attitudes and achievements, which were the long-term goals of the practicum, could not be

adequately measured within the life of the project but were hoped-for outcomes to be evidenced in the following school year.

Formative evaluation dealing with the strategy implementation was to be conducted routinely throughout the practicum during weekly meetings utilizing the participants' on-the-scene observations of project progress.

The pre- and postpracticum questionnaires, dated November, 1973 and June, 1974, respectively, are shown in Appendix C of this paper. They were developed to be administered in common to parents of fourth graders attending the three participating schools, all of the teachers in the schools, and the target fourth grade school population. All of the teachers were included in the survey for a more adequate analytical base than would have been available from the fifteen fourth grade teachers in the three schools. Although the project leaders had some reservation as to the ability of the fourth graders to respond meaningfully to the questionnaire, they (the project leaders) felt the opportunity for the student's expression of ideas was worth the risk. The questionnaire was designed to

survey some basic knowledge about the school, information contacts, attitudes toward each other, concerns related to the communities and schools of the respondents, and ways in which each group thought the community parents could best contribute to school services.

Comments Related to the Practicum Design

Within the practicum design, allowances were made for the consideration of substrategies resulting out of spinoffs from the primary strategies. Additionally, the participants acknowledged the need for varying thrusts in the application of the design depending upon the unique characteristics of the target schools and populations.

That the strategies selected for implementation of this project were limited to three, was a consensus of the participants in order to accord the practicum the emphasis it warranted and yet maintain other positive programs and system-mandated school activities. The criteria established by the participants for accommodation of the practicum within the structure of the target schools was more than adequately met by the strategies chosen: no extraordinary budget provisions

were required, operational procedures could be integrated into everyday activities, and the strategies elicited direct, individual interaction with parents.

STRATEGY IMPLEMENTATION

The initiation of the practicum required a number of meetings to co-ordinate strategy emphasis and implementation in the three practicum schools. Some refinement of the strategies took place at these meetings, in order to accommodate the attitudes expressed in the initial survey.

Prepracticum Survey

The questionnaire developed by the participants was trial tested on one teacher, three parents, and six pupils for the feasibility of its administration.

Administration of the prepracticum questionnaire took place in November of 1973. Distribution and return of the parent survey forms were handled through the fourth grade students. The parents were advised that completion of the forms was voluntary. Questionnaire completion by teachers and students was optional also but, because their survey was administered in school, there were higher percentages of response from these two "captive" groups than from parents.

The actual response rates for the three groups in

the initial survey were:

TABLE 4

Questionnaire Response - November, 1973

Group	Number Respondents	Percent Response
Parents	59	24%
Teachers	74	48%
Pupils	370	82%

The level of response from parents (24 percent) and teachers (48 percent) was less than desired but still sufficient to produce the indicators necessary to serve the practicum objectives. The student response level (82 percent) exceeded accepted standards for such surveys. The questionnaire results from the November, 1973 survey were analyzed within each of the seven sections. For each category of respondent, percentages of response were computed and ranks determined for each item. Tables 7 through 13 in the Appendix D of this report give the results of these statistical applications and list the items within each questionnaire section according to the rank order assigned to

parent responses.

Significance tests based on the standard error of proportions¹⁰ were developed at the .05 level to identify meaningful answers on the part of the respondents. By extending the significance tests to both tails of the percentage curves, it was possible to ascertain not only the items of high interest to the groups surveyed but those of least concern (or knowledge, depending upon the questionnaire section being considered.) A further benefit is derived from testing the percentage response for significance in this manner: the degree of internal agreement within the three groups is quite evident.

The prepracticum survey validated the project assumptions related to parents' limited knowledge of some basic, unique characteristics of their community schools and the existence of common concerns about the school/community among parents, teachers, and students.

¹⁰ as described by Max D. Englehart in Methods of Educational Research (1972), p. 264, where:

$$s_{p_m} = \sqrt{\frac{p_m q_m}{N}} \quad \text{and} \quad \text{sig}_{.05} = (p_m + 1.96)s_{p_m}$$

Knowledge of the school (Appendix D, Table 7): approximately two thirds of the parents and students (64 percent and 67 percent) were acquainted with the number of grades contained in their respective schools while all of the teachers correctly completed this item, as would be expected. Of the remaining items in this section--number of teachers, the school (sub)-district identification, the enrollment of schools, special programs, and programs for the handicapped--, only the latter item received a significant level of response from parents (only 15 percent) and indicated that parents were not familiar with the provisions for the handicapped in their schools. All of the teachers' responses, on the other hand, were significant and showed them to be knowledgeable of general information about their schools (from 93 percent to 100 percent correct) but at a low level of acquaintance (23 percent and 28 percent, respectively) with the special programs and those for the handicapped in their schools.

The students' knowledge of the number of teachers, school enrollment, and special education programs was significantly low varying between 26 percent and 32 percent. Although not at a significant level, 42 percent of the children were able to name special programs in the schools; whereas only 23 percent of the teachers were able to do so, an interesting observation.

Contact sources (Appendix D, Table 8): this section of the questionnaire provided data on preferred sources of information for the groups. Teachers were the favored choices of parents and students (85 percent and 81 percent, respectively); although ranking number two in the teachers' preference, other teachers were chosen by 96 percent of the teachers as contacts for school information. Their prime sources, however, were school newsletters or bulletins.

The principal as a contact with the school ranked only sixth with the parents (a non-significant 58 percent), but third with the teachers (95 percent) and second with students (69 percent), indicating the need for better communication between parent and school principal. An intriguing indicator was that only 20 percent of the parents showed preference for information from their own community council.

Overall, the three groups tended to select sources of information involving social interaction. This supports a tenet of this practicum that increased involvement with schools on an individual interest basis by those affected by the schools is an avenue toward improved mutual understanding.

Attitudes (Appendix D, Table 9): in spite of all that is said about students' attitudes toward their schools, 58 percent of these fourth graders thought that they attended good schools. The greater proportion of parents (55 percent) and of teachers (62 percent) indicated these same schools to be "average". Although the "poor" category was ranked third by all subjects, 18 percent of the teachers' choices fell here, higher than the 10 and 9 percentages for parents and students.

As for their opinions about other teachers in their schools, 73 percent of the teachers ranked "mostly interested" first. The parents' also ranked this classification as first but only by a non-significant 47 percent. Students on the other hand expressed a high opinion of their teachers: 77 percent ranked

them as "always interested".

Little agreement concerning student attitudes was evidenced by the subjects of the survey. The parents' first choice, but at the 49 percent level, was "mostly interested". The teachers, however, agreed 73 percent of the time that students are "sometimes interested", while the students ranked themselves as "always interested" with 53 percent agreement. It is interesting and understandable for their maturity level that ten percent of the students avoided an assessment of the attitudes of their peers.

In general, the average parent thought his school and children were about average but had mixed feelings about teachers. The teachers ranked themselves as just above average, while their students thought much more highly of them. The students "halo" projections to their teachers seemed to carry over into their thinking of themselves and the schools they attended.

How to help students learn (Appendix D, Table 10):
 This table showed limited agreement among all subjects relative to ways in which the school can help promote learning. Parents were the most certain of all three groups that any particular program encouraged learning. Their consensus on their first choice (special teachers) was at the low level of 42 percent, however. This item ranked second for teachers and students but was a significant choice for only one-third (approximately) of the students. Over one-third, of the teachers agreed that they need the ancillary help afforded by teacher aides (rank one of the teacher choices) but this could not be considered a strong indicator for program planning in these schools. The first choice of 32 percent of the students, "more homework", was most interesting. Also

interesting was the fact that the teachers ranked the same item as a last option for helping students learn.

In all, it would appear that none of the sectors surveyed possess any firm conviction regarding the manner in which schools can best support the learning process.

Concerns about the community environment (Appendix D, Table 11): Unsupervised children and inadequate play areas were common concerns of parents and teachers who ranked these items one-two and one-three, respectively. Here, again, it should be noted that the teachers' level of certainty greatly exceeded that of parents. Teachers also directed definite recrimination against parents in their second ranked selection (at the 78 percent level) of the item "parents not interested in school progress of children". A significant 44 percent of the students agreed with teachers in this respect, an attitude not shared by the parents, themselves.

"Street litter" appeared as the most important concern of 76 percent of the students, whereas only 46 percent of the parents considered it a major problem. The second major concern of children was "street danger", an item selected by 75 percent of the students. Parents and teachers, whose level of response to the items was non-significant, appeared only mildly aware of this fear indicated by students. The students' recognition of "air pollution" as a third-ranking problem (74 percent chose this) reflected their response to recent promotion of this aspect of our environment by the media and supportive instruction in their science classes.

Concerns about school environment (Appendix D Table 12): The expressions of concerns in this

table were a focus of this practicum--as was the questionnaire section related to knowledge of the school (Table 7).

The first three school-related concerns of parents at selection levels of 75, 73, and 59 percent were "poor reading achievement", "need for more drill in basic skills", and "poor mathematics achievement". These response levels, being higher than those in other sections of the questionnaire, indicated that the parents were significantly more confident in their awareness of school problems than in community problems or in ways to help students learn. The students' concerns matched those of their parents in level (in percent of response) but ranked the basic skill concerns as 3, 4, and 7. Teachers were in high agreement in reference to the poor reading ability of students--96 percent of the teachers checked this item as important.

The second ranked item by teachers reflected their interest in additional instructional help with the choice of 89 percent of them being "pupils need more individual help." Students tended to agree with the teachers, as 75 percent of the students indicated this as a fifth ranked choice.

Students' fear for their personal safety was an area of concern expressed in table 11 related to community environment and in this section related to school environment. Students ranked 1-2 in table 12 "students threaten harm to other students" and "students carry weapons," both seen as only average problems by parents and teachers. Such results would indicate that their elders tend to overlook the atmosphere in which these public school fourth graders must carry on their everyday learning. Such an atmosphere could very well cancel or reduce the effectiveness of the educational programs, no matter how much in the way of resources were devoted to these programs.

How the community/parents can help the school (Appendix D, Table 13): "Listen to pupils read (at home)" was a first choice of parents and students, at 71 percent and 77 percent, respectively, as a way in which parents can help the learning objectives of the school. Teachers agreed with parents on this item at a similar percentage level, however, their response was not statistically significant. The teachers' first priority relative to parental contributions to their schools was to have them help in "supervising lunchrooms, classes, and field trips." Students chose this as second in their priorities. Though not at a significant level, parents ranked this item third.

"Parent/teacher/pupil group planning" was ranked second by parents (at a significant rate of 53 percent) as a means of helping the school. This means was a shared second selection of the teachers (with "tutor pupils") but not significant in comparison to their overwhelming first choice for supervisory help from parents. Pupils, on the other hand, viewed group planning as the least in priority of the items listed in Table 13.

Ranking among the lowest of the parent and teacher priorities (rank 4 and 5, respectively) was "read to pupils", an activity which students elected 71 percent of the time, placing it third in importance for them. This coupled with their assignment of top priority to "listen to pupils read", reflected a strong pupil interest in reading and, perhaps, a plea for more direct personal attention in this area.

The survey, per se, possessed some weaknesses, a few of which, no doubt, could have been eliminated had a more extended period of testing and sampling of

testees been allowed. The parents were prone to be more divergent in their thinking and thus produced fewer significant results and lower percentages of agreement than did the teachers. A possible explanation for this is that teachers have a greater opportunity to interact than do parents. More opportunity to interact, also, could be the reason for the many significant responses produced by the students, although they tended to over-exercise the multiple options permitted in several of the questionnaire sections. In addition, students often checked the open-end items without inserting a completion statement.

The somewhat mixed and few number of significant responses by parents were indicators of direction to the project leaders. Extreme care and sensitivity were required in the development and sequencing of the practicum strategies. Nevertheless, the questionnaire did appear to be internally consistent in that replicative queries produced similar results.

Evident in the survey results was the fact that parents generally were uncertain in their fundamental

knowledge of the schools. Teachers, also, lacked full awareness of those special programs in which they were not directly involved. Attitudes expressed by parents and teachers indicated a traditionally oriented commonality of concerns related to basic skills and appeared to underemphasize factors pertaining to the general atmosphere in the school. Although the survey provided additional indicators for possible application to practicum strategies, the Nova participants limited the aspects to be dealt with in their model development to the increasing of fundamental knowledge of the focus schools and basic learning concepts.

Implementing And Individualizing The Strategies

Design strategies were used by the practicum participants in the named schools. Each participant utilized a basic strategy for the individual school with the other design strategies providing a supportative framework. The emphasis in selecting a basic strategy was to fit each to the school's clientele--parents, teachers, and students--or the "givens" of each school.

Higgins' basic strategy was TSP or the Telephone

Supportive Parent tree. Each fourth grade parent received an explanation of the TSP function and an invitation to become a TSP parent. With an initial response of thirty-three parents, four telephone trees were formed according to parental time availability. The communiletter was used supportively to confirm the parent's willingness to join TSP, to outline the TSPer's specific responsibilities, and to seek responses on TSP organization.

Higgins' first TSP message dealt with a fourth grade field trip which cut across room designations to select forty student participants. The telephone message was followed-up by a communiletter to all fourth grade parents. Interestingly, this field trip required little effort in obtaining parent chaperons; all were TSP parents.

The second TSP message related to Dental Health Week and a "brush in" for all fourth graders. Responses turned in via the communiletter indicated this particular message lacked real importance to parents.

Vital to the operation of TSP was the development of strong rapport and understanding among fourth grade

teachers. When teachers were not in agreement on content priority, telephone messages of significant importance were not generated. Experiences indicated that significant messages were essential to the successful operation of the TSP chain.

Higgins' first "How to...." meeting was introduced by the telephone tree. This meeting provided the parents with the opportunity of learning about Chicago's city-wide testing program. The meeting strategy utilized a psuedo-testing situation for students in which parents participated. Thus parents were able to judge the effects of the testing situation on their own children.

The communiletter, the basic strategy of Van Vliissingen, was utilized to promote strong interaction among fourth grade teachers and parents. The initial communiletter invited parents to attend a series of "How to..." meetings planned to motivate informal parental participation in the school and the classrooms. Fourteen parent volunteers offered their services to the school as an outcome of these meetings. Six fourth grade teachers and one resource teacher met regularly,

on Wednesdays, to formulate a firm foundation for the use of volunteer services and to plan for meaningful "How to..." meetings. One outgrowth of these planning sessions was the preparation and distribution of manuscript-cursive "how to..." materials for home use distributed by means of a communiletter. Planning the material format involved parent input and teacher interaction.

Most of Van Vlissingen's "How to..." meetings were by nature informational. One series of meetings for parents revolved around the school's Intensive Reading Improvement Program, with an agenda covering the school's primary continuous progress program and handouts on how parents could support the reading program.

The communiletter strategy filled a need at grade levels other than fourth and was incorporated into many of the school's news releases to parents. Using a lead question on the communiletter often brought back parent responses helpful to correcting a facet of a particular program.

The initial Hinton School strategy was the "How to..." meeting. Hinton, a school with a variety of government

funded programs, based its "How to..." meeting on ESEA programming which offers unusual opportunities to the school's students. It might be noted that the format and content of the "How to..." meeting was a first in that parents had not been exposed to the full range of a school's ESEA offerings.

With Chicago's emphasis on Primary Continuous Progress, Hinton's next "How to..." concentrated on the structure and the progression of students in the program. Parents learned how to cope with no grade levels, a new report card, and the lack of usual grade gauges through a teacher planned and presented dramatization.

Topics for all of the "How to..." meetings and particularly those of the Hinton school, were reflective of information gained from the initial survey questionnaire. Each of the practicum participants used the survey results in presentations to groups such as the P.T.A. and the local school council.

Design Modification

Initiation of the practicum design was to have been a relatively simple matter. The original plan required

that each of the design strategies be implemented linearly. The practitioners immediately found that school "givens" dictated particular kinds of considerations.

The intersupportive participant framework built into the design in the form of weekly meetings was the mechanism which permitted frank discussions of encountered problems. Patterns within the strategies had to be hammered out and the day-to-day effects of the strategies were explored. Thus the sharing of information gave focus to the direction of modifications.

The weekly meetings promoted the exchange of participants' ideas, both practicum and professional, and re-affirmed commitment to the design continuance. All facets of the practicum were strengthened by the incorporation of sounding-board and idea exchange meetings.

The development of the emphasis strategy was an example of group effort. Participants planned to have each school initiate a designated strategy at approximately the same time. The "givens" of each school

prevented the trilateral implementation of the strategies. Modification of the strategies permitted weighted adjustments: "How to..." meetings were based on a stronger informational format; the TSP network was adapted to fit the needs of a classroom as well as spanning across grades; and the communiletter was used both as a means of two-way communication and as the linkage between TSP and "How to..." meetings.

Strategies were modified to mesh with other school programs. The tailoring of the strategies to the individual school took into account teacher commitment, the level of awareness and understanding of teachers, parents, and students, along with the aim of the particular strategy.

Changes were the result of alternatives developed within the design strategies. Observational monitoring devices and feed-back were utilized informally to test the projected effectiveness of the strategies. These, then created the milieu for the weekly review and refinement of strategy elements while retaining the consistency of the overall practicum design.

"How to..." meetings, the communication strategy which brought parents to the project schools, were observed on a limited basis of one time per school by the evaluator member of the practicum team. Progress of these meetings was subjected for analysis to an adaptation of Flanders' Interaction Analysis technique where the principal (or an ancillary leader-teacher) was placed in the classroom teacher role and the parent--teacher audience replaced the classroom students in Flanders' matrix. This evaluative technique produced an excess of zero i/d ratios and a ratio of "leader talk" to a "group talk" of approximately three to one. This was attributed to the new experience of the "How to..." meetings as an instructional event for parents in addition to the reluctance and timidity of parents to participate in a student role. Since the improvement of parent meeting interaction was not a goal of this practicum and the life of the practicum was too limited to deal with the development of constructive parental inquiry attitudes, the team evaluator discarded IA as inappropriate for the practicum. However, parent group

dynamics was an area suggested to the school administrators for future consideration.

INDICATORS AND BENEFITS FROM COMMUNICATION STRATEGIES

The effectiveness of the practicum strategies was viewed from several perspectives: a comparison of pre-and postproject levels of knowledge about, and attitudes toward the three schools involved, the formulation of a viable model for generating community support to improve the trimerous learning bond, and changes in parent participation, catalytic effects of the practicum, its promulgation to other schools in the project schools' sub-districts and to other subdistricts of the Chicago public schools.

Pre-Post Comparison

Improved parental participation, an aim of the practicum, was minimally evidenced in a pre- post-survey analysis of response percentages of the target populations. Table 5 gives the results of this analysis.

Although all categories of respondents showed increases in questionnaire response over the period of the practicum, that for the teachers (25 percent) was most dramatic. This was an unanticipated benefit of the project and not an unwelcome one as it may be that

TABLE 5

Comparison of Questionnaire Responses

Group	Nov. '73	Resp.	June '74	Resp.	Change
	No.	%	No.	%	%
Parents	59	24%	72	29%	5%
Teachers	74	48%	113	73%	25% *
Pupils	370	82%	395	88%	6% **

* Significant at .001 level

** Significant at .10 level

a more universal feeling of interest on the part of teachers is a prerequisite for inducing parental feelings of involvement. The parental increase of five percent in response to the terminal questionnaire was not significant, statistically. However, the six percent increase for students could be considered significant with 90 percent surety.

Increased parental involvement, a focus of this practicum, could not be statistically proven in this measure in spite of the additional parents who responded to the post practicum questionnaire. Although this was disconcerting to the participants, they found evidence

of increased parental involvement reflected in other measures described later in this paper.

Comparative evaluations of initial and terminal questionnaire responses from the subjects by section were conducted. These provided certain indications of practicum success:

Knowledge of school: a definite increase occurred in awareness of facts related to the school organization by the project populations. The improvement in averages of correct responses as shown in Table 14 over Table 7 in the Appendix:

Parents - 23 percent increase
 Teachers- 12 percent increase
 Students- 33 percent increase

All increases were significant at the .05 level and may have been either a result of the practicum strategies or sparked by the pre-practicum questionnaire which caused them to reflect on their lack of knowledge about their schools.

Contact sources for school information: Table 15 in the Appendix provides the results of the June, 1974 survey. These seem to confirm the findings of the initial questionnaire which indicated parents, teachers, and students tend to prefer individual contacts in learning about school happenings. Interesting is the fact that the principal as a source of information rose two ranks in both the parent and teacher listings--from Rank 6 and Rank 3, respectively, in November (Appendix, Table 8) to Rank 4.5 and Rank 1 for the similar June listings

(Appendix, Table 15). The latter changes could be said with some assurance to be associated with the practicum activities, notwithstanding day-to-day external occurrences in these schools.

Attitudes: the June postpracticum survey of attitudes toward the three schools, their teachers and their students (Appendix, Table 16) reflected no significant changes. All categories maintained the rankings assigned to them in the November survey (Appendix, Table 9) where parents and teachers indicated the school ranked as average, the teachers were "mostly interested" and parents felt the students were also "mostly interested." The teachers' attitudes toward the students changed, however, from approximately three-fourths of them feeling that students were below average in interest in school in November to only 55 percent feeling so in June; the remaining percentage moved to the (students) "mostly interested" category. Students' attitudes about themselves also appeared to level off over the practicum period with a reduction in the percentage of those thinking of students as "always interested" to the "sometimes interested;" the students' responses at the close of the practicum in June were not significant so that no finite conclusions could be drawn relative to the changes.

How (the school) can help students learn: was an area of inquiry which produced more significant responses for teachers in June than in the previous November (Appendix, Table 17 and Table 10) but parents' meaningful replies remained few at the end of the practicum. A change in the parents' priorities was noticeable, nevertheless. Parents, in November, had ranked "strict discipline" as sharing sixth place (with "more A-V equipment") whereas the discipline item rose to second rank in the

parents' priorities in June. No postpracticum change occurred in the initial average rating given discipline by teachers nor in the original low rating it was given by students. "Special teachers" and "smaller classes" continued their high priorities on parents' and teachers' lists at the termination of the practicum, as did "more homework" in the parents' and students' rankings, the latter being still considered of least importance by teachers. Obviously, the duration of the practicum saw the parents firm up their tendency toward educational traditionalism while they became better acquainted with their schools' organization.

Concerns about community environment: this aspect of concerns in June (Appendix, Table 18) indicated a more self-critical attitude on the part of parents than was shown seven months earlier. "Uninterested parents" was ranked a top concern by parents in June, rising from eighth (tied) in their priorities in this section in November (Appendix, Table 11.) Significance of this change in attitude could not be measured, however, as the parents' earlier level of response on the item was too indefinite. The "uninterested parents" item in June continued high on the teachers' listing and low on that for the students. Here, one should recall that all of the teachers in the three schools were administered the questionnaire, not just those teaching fourth grade and that their responses would not, necessarily, reflect as a negative outcome of the practicum.

Awareness of "street dangers" moved from fifth to fourth place in the minds of parents during the practicum and more closely approximated the second ranking accorded this concern by students in both surveys. It would seem, though, that the intensity of the students'

fear of bodily harm had lessened in the interim of the practicum. In fact, a scanning of Table 11 and Table 18 discloses a marked reduction in levels of concerns by all subjects during the practicum.

Concerns about school environment: the post-practicum survey in June showed little in the way of meaningful rank changes from November in school related concerns (Appendix, Table 19 and Table 12) by the respondents, except for the item, "parents: non-participants," which was introduced as a new item in the June administered questionnaire and earned second ranking by parents. Because the item had no counterpart in November, no change significance could be measured but its choice in June by 43 percent of parents as a second ranked concern was a significant level of selection. The item "large class" introduced in June on the suggestion of teachers falls into the same type of limited assessment, although a significant concern of teachers in June. Changes in levels of concern about the items common to Table 12 (November, 1973) and Table 19 (June, 1974) were more important to the measuring of the practicum success than were assessments of changes in the respondents' rankings of these items. Table 6, on page 51, provides a statistical analysis of reductions in concern levels (percent of response) of some major school-related items as well as the total school concern picture from the data in Table 12 and Table 19.

The three specific items in Table 6 were chosen for display because of the universality of significance in the responses across all subjects for this section on both questionnaires. Averages of all item responses to the "Concerns about School" sections were compared to show net changes in concern level for the three groups. Standard errors

TABLE 6

Changes In Response Level: Concerns About School

Item	November '73		June '74		Change in Percent
	No.	%	No.	%	
Poor reading					
Parents	44/59	75%*	35/72	49%*	-26%***
Teachers	71/74	96 *	63/113	56 *	-40 **
Pupils	280/370	76 *	135/395	34 *	-42 **
Need more drill in basic skills					
Parents	43/59	73 *	24/72	33	-40 **
Teachers	53/74	72 *	49/113	43 *	-29 **
Pupils	293/370	79 *	91/395	23	-56 **
Need more individual help					
Parents	29/59	49	21/72	29	-20 **
Teachers	66/74	89 *	62/113	55 *	-34 **
Pupils	277/370	75 *	63/395	16 *	-59 **
Summary (average) of concerns					
Parents	59	38	72	24	-14 **
Teachers	74	49	113	24	-25 **
Pupils	370	67	395	24	-43 **

* Significant $\leq .05$ ** Significant $\leq .01$

of the proportions provided the bases of the significance tests applied to the data. The reductions over the life of the practicum in percentages of parents who checked the items of concern shown in Table 6 ranged from 20 percent to 40 percent. These could be said to be reliable alleviations of parent concerns with 99 percent accuracy. Teachers' concerns were similarly relieved between the beginning and conclusion of the practicum. Although students' lessening of concerns appeared to be more dramatic than for either of the other groups and were highly significant, their statistics were inconclusive because many students were not questionnaire-wise in the initial survey: they tended to over-exercise the multiple options allowed, some checking off almost all of the listed items. In the concluding survey, this tendency was suppressed when the pupils understood they were to select the concern items most important to them. Therefore, the most meaningful result obtained from the pupil data was that the priority of their school related concerns, as disclosed in Table 12 and Table 19, was consistent throughout the practicum period. The questionnaire section, "concerns about school environment" was subjected to more detailed comparative analysis than some of the other item groupings as it reflected attitude changes which were a primary focus of the practicum. Results of the investigation were quite indicative of the success of the practicum strategies and the substantiation of the assumptions upon which the practicum was undertaken.

How community/parents can help (the) school: was the final area investigated in the pre- and postpracticum questionnaires. Item comparisons (from Table 13 and Table 20 in the Appendix) for this section showed a major change in the thinking of parents when "group planning" moved from second to first

place in their priorities. The balance of item responses by parents, and the full range of teacher and student responses, showed a startling similarity of opinion both prior to and at the conclusion of the practicum. The fact that group planning rose in importance for parents at the conclusion of the practicum may have been a result of strategies implemented through the practicum and, if so, could be considered a reward of the project.

The pre- postpracticum questionnaire comparison served as a key technique in proving the major assumption on which this practicum was based: that negative parental attitudes about their local school were assumed to be attributable, largely, to being unfamiliar with the characteristics of their school; that parent's negativeness was expressed in terms of general and subjective concerns about the school; and that these concerns were reflected in the low achievement of their children. A further assumption was that strategies devised by the local school administrator to encourage parents' school involvement on an individual and personal basis would not only increase their understanding of the school but reduce their concerns, as well. The eventual outcome, if the participants' logic were followed to its conclusion, would be improved student achievement.

During the practicum period, the parents became more aware of their own behaviors and shortcomings, and more sensitive to their children's attitudes toward their environment. Most important, overall, was the significant reduction in the general level of parental concerns. The greater importance parents placed on parent-teacher-student group discussion was an interesting and unanticipated outcome which could be credited to their experiences with the project. These accomplishments were made possible through "involvement" strategies, none of which directly addressed the concerns initially expressed by the various sectors in the project. Assessment of the practicum through the pre- post- survey comparison, therefore, indicated success in meeting the immediate objectives of the effort. The time frame of the practicum, however, was too limited to reveal the domino effect of the project on student achievement.

Model Formulation

The practicum participants have designed a model which is workable, expandable, and exportable. This is evidenced by increased parental involvement, continued commitment to model expansion by the participants,

supportive statistical data, and the interest of other schools and agencies external to the participating schools.

In essence, the model is simple in structure and consists of these five components:

Model Objectives: Objectives of this model are the encouragement of meaningful involvement of parents, students, and teachers on an individual basis in needs assessment and in instructional activities designed to create a more positive learning climate and at minimal costs.

Needs Assessment Refinements: Assessment of specific community attitudes toward the school to find common areas of concern and paucity of knowledge about the school among community members, parents, teachers, and students.

Strategy Selection: Strategies elicit involvement by community components.

Implementation Modification: Strategies conform to the school's "givens."

Evaluation: Process evaluation is a prerequisite to interim adaptations of strategies for responsiveness to changes in community attitudes as they develop; terminal evaluation judges the value of the model.

Experience with the operational model revealed these truths:

Parents will attend in and out of school meetings when

- their child's education is involved

- meetings are so designed that parents become partners with the school
- information is offered which a parent feels is vital to the learning milieu or his child's interests

Parents will join and commit themselves to the operation of a telephone tree (T.S.P.) when:

- they feel they are assisting their child in enhancing the learning experience.
- they feel they are directly supporting a sound school program.
- the message content bridges gaps in the parent's knowledge of the school program or operation.

Parents and students do read communiletters when:

- they are aimed at specific audiences
- they contain materials on specific topics
- they encourage immediate feedback/response

Catalytic Effects of Practicum

Real knowledge of the workability of the model turned the practicum participants into active sales-people both within the schools and within the school system. In keeping with the practicum commitment, consideration was given to the in-school model for expansion. The grade-a-year goal was feasible for

vertical expansion or downward, and experimentation in cross-grading of teachers and students, utilizing the strategies, was proven effective. Leadership essential to the operational design by the participant principals was exercised to insure the practicum's continuance.

Spin-offs were some of the most interesting aspects of the practicum's operational phase: a State of Illinois Title III Mini-Grant Proposal entitled "Improving Learning Attitudes Through Parent Involvement," was developed and submitted to the state for funding. A particular "How To..." was written up in the "General Superintendent Reports in a monthly issue to the Chicago Board of Education. Additionally, the practicum schools were able to generate local media coverage. Funds raised locally for support of school activities increased substantially during the period of the practicum, effects attributed by the participants to greater parental awareness of the school.

Reaching out beyond the local school, participants presented the practicum model and design to a total of fifty-seven Chicago principals and administrators, at various meetings. Participants, using original visuals,

challenged their colleagues to focus on parent-teacher-- student communication by presenting their initial practicum findings and tentative conclusions. One session was held at the specific request of a district superintendent who expressed a strong interest in expanding the practicum concept to the schools in his particular district.

A reach-out linked practicum participants to a group unrelated to the Chicago public schools, the American Friends. This organization working in conjunction with Roosevelt University was concerned with conscious-raising community based programs. The Friends accepted and adapted the practicum design co-ordinating it, for selected teachers, in a master's degree program at the university.

The practicum creation and operation functioned as a catalyst in the growing professionalism of the practicum participants. We not only learned from each other but became intra supportive in areas unrelated to the practicum. (Principals tend to operate in a vacuum, unwilling to exchange ideas and accept others' points of view except on a superficial level.) The togetherness

involved in designing the practicum provided the basis for respecting one another's talents, educational expertise, and general professionalism.

One most important aspect of the practicum cannot be overlooked--it had no monetary costs. It did in fact increase the schools' ability to raise funds for special projects. The practicum refocused the thinking of parents, teachers, students, and principals toward the recognition of the mutual benefits of shared knowledge.

Label this--communication.

APPENDIX A

Individual Practicum Effort

The four participants of this practicum included:

Carol M. Anderson, Principal: Van Vlissingen Elementary School; 137 West 108th Place; Chicago, Illinois-60628: Phone 312-568-6822

Joan E. O'Malley, Coordinator of Operation Analysis: Chicago Board of Education; 228 North LaSalle Street; Chicago, Illinois-60601: Phone 312-641-4141

Barbara H. Valerious, Principal: Higgins Elementary School; 11710 South Morgan Street; Chicago, Illinois-60643: Phone 312-264-4813

Lewis J. Webster, Principal: Hinton Elementary School; 644 West 71st Street; Chicago, Illinois-60621: Phone 312-846-7634

Analyzing the individual effort in our Maxi I group should be considered from a three fold approach: implementing project strategy--the individual effort each participant made within their local system to foster a change; contributing to the group process--the unique role each member played in the weekly meetings; and, writing the report--formulating a statement that presents a picture of our change and evaluation strategies and the project model.

Implementing Project Strategy: The three principal participants were responsible for the strategy development

and implementation. The coordinator of operation analysis was responsible for developing a process and terminal evaluation design that would assist the principals in effective implementation of the strategies.

Contributing to the Group Process: In reviewing the dynamics of our Maxi group meetings, it appears that each participant assumed a different leadership role toward accomplishing the group goals, even though we frequently exchanged roles. (The meetings were the vehicle to develop strategies, share ideas, evaluate project activities, and evaluate changes noted in the local schools.) Generally, the following description of roles would apply.

Carol Anderson - Regulating: exerting influence over the direction and tempo of the group's work through summarizing, pointing out time limits, developing a table of contents, establishing agendas.

Joan O'Malley - Informing: finding information, sharing opinions with members, re-examining data, stimulating thinking through the introduction of new information.

Barbara Valerious - Initiating: encouraging the group to move, getting the group going by suggesting an action step, indicating a goal, proposing an alternative, clarifying.

Lewis Webster - Supporting: fostering and

creating an emotional climate which held the group together by making it easy for members to contribute and to work on the task, contributing encouraging remarks, and praising individual efforts.

Each member was effective in evaluating and editing each other's contribution, a leadership function shared by everyone.

Writing the Report: The body of the Maxi I report is the result of group effort with two exceptions: the statistical analysis was the contribution of the coordinator of operation analysis; and the unique emphasis strategy of the three schools was the discernable contribution of each principal. The body of the practicum report was hammered out by the group for the purpose of providing continuity and cohesiveness.

APPENDIX B

Census Data

BEST COPY AVAILABLE

Where the status is in Chicago

By Joel Havemann

ECONOMIC PROSPERITY and social status in Chicago depend on how close you live to Lake Michigan or how far you live from the Loop.

A socio-economic ranking by The Sun-Times of 85 Chicago neighborhoods, based on 1970 U.S. census data, shows that eight of the top 15 neighborhoods are on the edge of the city to the north and south, and the other seven are on the lakefront.

The lowest-ranking neighborhoods generally are the ones closest to the Loop — except along the immediate lakeshore. Most of these neighborhoods are black.

WHITE COMMUNITIES ARE AT the top, and black and Latin areas are at the bottom in all six factors used by The Sun-Times to rank the neighborhoods. The neighborhoods that dropped the most during the 1960s were those that turned from white to black, most notably South Shore and Austin.

Income is where one's race really counts. Ranked on median family income alone, the top-ranking 13 neighborhoods are at least 80 per cent white, and none of the bottom 16 neighborhoods is even half white.

But differences among neighborhoods are not all black and white. The average apartment in the burned-out ghetto neighborhood of Woodlawn costs \$30 a month more than in Mayor Daley's neighborhood of Bridgeport. There are relatively

more high school graduates in largely black Avalon Park than in 46 of the city's 58 predominantly white neighborhoods.

On the combined scale of six socio-economic factors, No. 1 is Forest Glen, a quiet neighborhood of winding streets and single-family homes on the northern boundary of Chicago.

Close behind are the Beverly neighborhood on the Far Southwest Side, the small Northwest Side neighborhood nearest O'Hare Airport and the Gold Coast on the Near North Side.

The Gold Coast ranks first on four of the six indicators used by The Sun-Times to establish socio-economic position. Median annual family income is \$22,820, median rent is \$231 a month, median home value is more than \$30,000 and 84.4 per cent of the adults have been graduated from high school.

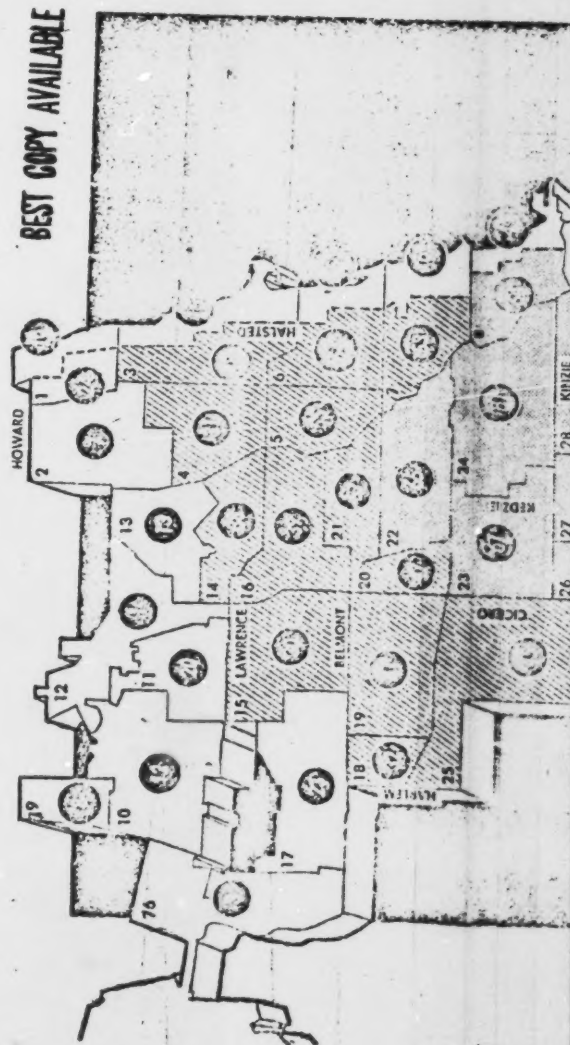
But the relatively high 8.2 per cent of residents whose family incomes are below the poverty level pulls the Gold Coast down to fourth place in the over-all ranking. The Ashburn neighborhood on the Far Southwest Side has the lowest poverty incident — 2.6 per cent.

THE SIXTH SOCIO-ECONOMIC INDICATOR is the percentage of workers who hold professional or managerial jobs. The lakeside section of the Douglas neighborhood on the Near South Side leads in this category with 56.9 per cent.

At the bottom of the scale of 85 Chicago neighborhoods

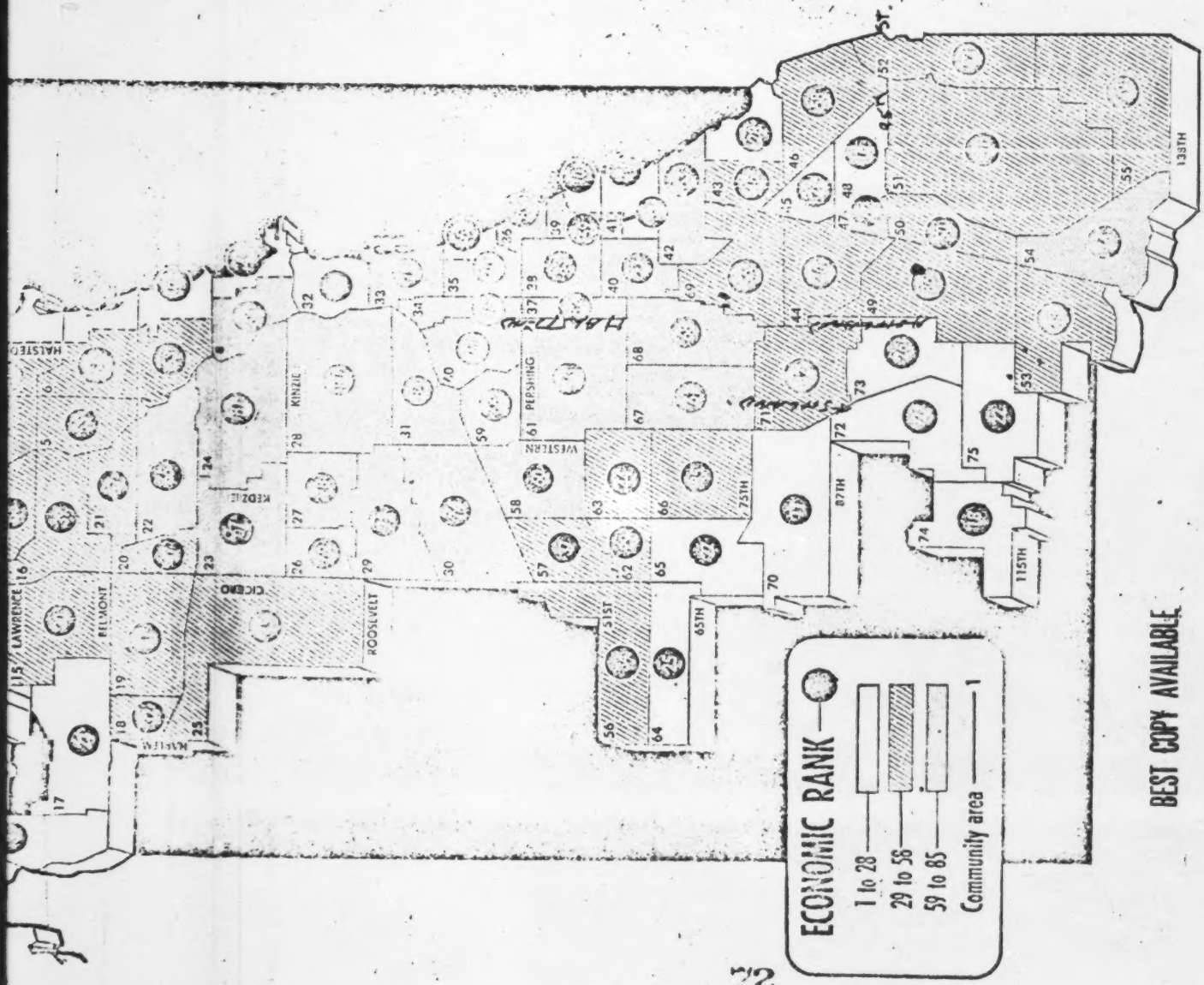
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A: Median family income.
B: Percentage of persons from families below poverty level.
C: Median home value.
D: Median monthly rent.
E: Percentage of persons over 25 graduated from high school.
F: Percentage of workers in professional or managerial jobs.
G: Percentage of residents who are white.
Number in parentheses after community name denotes community on map at left.

Community	A	B	C	D	E	F	G
1. Forest Glen (12)	16,070	3.7	34,700	175	67.6	35.5	99.4
2. Beverly (72)	15,750	2.8	23,300	175	71.4	40.8	99.6
3. O'Hare (76)	13,690	3.7	40,500	197	58.3	24.8	92.5
4. Near N. Side A (8A)	22,820	0.2	59,600	231	64.4	53.2	97.2
5. Lake View A (6A)	14,240	6.2	50,000	173	71.6	43.3	97.0
6. Douglas A (35A)	13,490	7.7	41,100	150	84.2	56.9	36.7
7. West Ridge (2)	13,530	4.4	29,100	166	61.0	32.7	88.9
8. Edison Pl. (9)	13,540	3.4	29,500	167	59.4	21.9	92.2
9. Lincoln Pl. A (7A)	14,500	9.9	45,000	160	76.0	50.3	53.6
10. Kenwood A (30A)	15,240	11.4	42,500	165	78.2	49.7	69.9
11. Ashburn (70)	13,950	2.6	23,600	122	60.3	10.9	92.7
12. Norwood Pl. (10)	13,700	3.2	22,200	165	53.2	20.7	92.7
13. North Pl. (13)	13,700	4.4	31,000	144	60.2	33.0	92.2
14. Hyde Pl. A (41A)	12,250	10.9	41,900	145	82.8	56.5	72.5
15. Uptown A (3A)	12,180	10.8	47,400	155	65.4	32.0	94.2
16. Calumet Hts. (48)	13,320	4.0	22,700	144	55.2	25.3	59.3
17. Loop (32)	20,950	27.1	—	—	167	63.2	42.2
18. Mt. Greenwood (74)	13,150	4.6	21,600	155	55.5	19.6	92.6
19. Rogers Pl. A (1A)	11,560	8.5	29,500	140	64.1	34.5	94.6
20. Jefferson Pl. (11)	12,350	4.4	25,200	149	44.8	17.8	99.9
21. Avalon Pl. (45)	12,400	4.8	19,900	142	60.4	21.8	16.2
22. Morgan Pl. (75)	12,620	8.1	22,500	146	59.5	23.0	52.0
23. Dunning (17)	12,130	4.2	25,300	152	41.9	16.9	99.1
24. Rogers Pl. B (18)	11,210	7.8	24,300	139	60.8	28.7	96.9
25. Clearing (64)	12,280	3.5	21,900	150	45.9	13.2	92.7
26. Washington Hts. (73)	12,090	7.0	20,300	151	57.1	17.4	21.8
27. West Lawn (25)	12,460	4.1	21,100	141	42.0	16.0	97.5
28. South Shore A (43A)	11,280	8.8	20,100	148	62.7	22.1	45.9
29. West Elston (62)	12,090	4.1	21,400	146	58.5	13.9	97.7
30. Portage Pl. (15)	11,920	4.8	23,600	132	43.5	16.5	97.8
31. Lincoln Sq. (4)	11,250	7.0	22,500	129	48.9	30.7	97.9
32. Montclair (18)	13,390	5.3	24,600	131	10.9	12.2	92.7
33. Hyde Pl. B (41B)	6,600	13.5	32,700	131	41.4	30.9	22.5
34. Garfield Ridge (56)	12,510	4.6	21,100	132	42.1	12.2	71.2
35. Chicago Lawn (66)	11,550	6.3	19,000	135	44.5	18.2	99.6
36. Roseland (49)	11,190	7.1	19,100	127	53.4	16.6	41.4
37. Archer Hts. (37)	12,130	4.5	21,100	127	35.6	12.5	97.3
38. Albany Pl. (14)	11,020	7.8	22,300	126	43.4	13.5	97.4
39. Irving Pl. (16)	11,750	6.2	21,100	122	43.3	16.0	92.1
40. Chatham (44)	10,770	9.3	21,400	141	56.5	18.4	2.0
41. Belmont-Cragin (19)	11,400	6.2	23,400	127	37.8	12.8	95.7
42. Ashburn-Cragin (21)	10,840	8.4	18,700	133	44.8	14.8	93.8



27. West Loop (65)	12,460	4.1	21,106	141	42.0	15.0	97.5
28. South Shore A (43A)	11,250	8.8	20,100	148	42.7	22.1	95.2
29. West Elston (62)	12,090	4.1	21,400	148	38.5	13.9	97.7
30. Portage Pl. (15)	11,920	4.8	23,660	132	43.5	16.5	92.5
31. Lincoln St. (4)	11,250	7.0	22,500	129	46.9	30.7	97.9
32. Montclair (18)	13,390	5.1	24,620	131	40.9	12.7	97.2
33. Hyde Pl. B (41B)	6,600	13.6	32,700	130	61.4	20.9	92.9
34. Garfield Ridge (56)	12,530	4.6	21,100	122	42.8	17.2	97.2
35. Chicago Lawn (66)	11,530	6.3	19,000	135	44.6	18.2	93.6
36. Roseland (49)	11,190	7.1	19,100	127	57.4	16.6	93.4
37. Archer Hts. (57)	12,130	4.5	21,100	127	35.6	12.5	97.5
38. Albany Pl. (14)	11,020	7.8	22,350	126	45.6	12.6	97.6
39. Irving Pl. (16)	11,250	6.2	21,100	122	43.3	16.0	97.1
40. Chatham (44)	10,770	9.3	21,400	141	56.5	18.4	92.0
41. Belmont-Cragin (19)	11,400	6.2	23,400	127	32.8	12.8	95.7
42. Auburn-Gresham (71)	10,850	9.6	18,760	137	51.1	12.4	90.9
43. West Pullman (53)	11,510	6.7	13,500	116	45.0	13.9	93.1
44. Gage Pl. (63)	11,400	4.9	18,200	127	39.9	13.8	96.7
45. Austin (25)	10,630	9.7	20,900	130	44.1	14.5	93.3
46. South Shore B (43B)	9,360	13.4	20,300	135	49.2	15.6	92.3
47. Hermosa (20)	10,800	6.5	20,600	172	37.9	13.0	96.5
48. Uptown B (38)	9,270	15.9	21,300	117	46.3	19.1	93.8
49. Hegewisch (55)	11,430	4.4	18,900	102	39.9	11.6	99.6
50. Pullman (50)	10,550	7.3	16,800	105	47.2	17.3	91.2
51. S. Dearborn (51)	11,150	7.4	17,200	94	47.0	15.5	92.4
52. East Side (52)	11,510	5.4	17,700	112	40.0	11.5	99.6
53. Lincoln Pl. B (78)	9,920	16.6	16,000	114	45.0	26.5	86.6
54. Lake View B (68)	9,410	13.9	17,200	118	46.9	17.2	92.5
55. North Center (5)	10,600	8.6	17,700	113	38.2	13.3	98.3
56. Greater Grand Cr. (69)	8,670	36.7	17,000	130	45.7	11.6	1.4
57. Avondale (21)	10,490	8.2	16,200	115	34.5	11.7	99.1
58. South Chicago (46)	9,970	11.7	18,200	110	38.2	13.6	76.1
59. Kenwood B (39B)	6,720	29.9	24,500	117	37.8	13.1	4.6
60. Brighton Pl. (58)	10,620	7.2	16,700	108	34.0	10.1	99.3
61. W. Englewood (67)	9,630	13.0	14,800	123	38.3	10.1	51.3
62. Burnside (47)	9,740	7.9	15,700	115	29.5	8.6	95.8
63. Woodlawn (42)	6,610	20.9	17,300	120	36.7	9.7	3.6
64. Near N. Side B (88)	6,100	34.1	14,300	103	42.7	21.3	32.5
65. Logan Sq. (22)	9,920	11.3	15,400	110	31.9	10.9	97.6
66. McKinley Pl. (59)	10,660	9.9	13,400	100	32.3	10.2	99.6
67. Humboldt Pl. (23)	9,470	14.4	15,600	117	28.2	8.4	79.1
68. Englewood (63)	7,510	25.2	15,100	125	37.1	7.3	3.0
69. W. Garfield Pl. (26)	7,530	25.2	15,700	125	31.1	5.6	2.8
70. Douglas B (35B)	5,450	33.7	16,300	92	32.7	17.1	6.1
71. Bridgeport (60)	9,820	11.6	12,760	90	29.5	10.5	97.4
72. N. Lawndale (59)	6,970	20.2	15,600	124	29.3	6.7	3.1
73. New City (61)	9,800	12.3	13,100	95	27.1	7.5	95.6
74. S. Lawndale (30)	9,040	13.3	12,500	100	27.8	8.5	86.1
75. Armour Sq. (34)	7,840	23.2	15,600	86	27.3	10.4	42.9
76. Riverdale (54)	6,270	38.8	17,600	86	36.4	8.3	5.0
77. Washington Pl. (40)	6,550	37.7	13,600	114	30.5	6.0	0.5
78. E. Garfield Pl. (37)	6,350	33.4	13,600	118	28.4	5.0	1.7
79. Near W. Side (33)	5,260	37.2	---	84	32.7	13.3	11.9
80. Near W. Side (28)	6,010	36.6	13,600	89	27.5	12.5	25.2
81. West Town (24)	8,020	21.5	12,300	95	22.4	7.2	92.1
82. Fuller Pl. (37)	6,490	29.1	12,000	113	24.9	7.5	2.1
83. Grand Blvd. (38)	5,640	39.4	15,800	101	25.4	7.1	7.1
84. Lower W. Side (31)	8,560	17.7	10,700	87	21.1	7.3	93.3
85. Oakland (36)	4,380	42.7	15,200	88	25.6	7.7	0.7

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APPENDIX C

Pre- Post- Questionnaires

SCHOOL - COMMUNITY SURVEY

November, 1973

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68.

To: Members of the school - community: student, teacher, parent, other (circle the one which applies to you).

Please answer the items in this survey because your responses will provide the principal, teachers and community council of _____ Elementary School with the information necessary for improving the effectiveness of the school's educational services to the community. If you are unable to provide the information for an item, go on to the next item.

I. How well do you know your school:

- a. Our school is located in District No. _____ of Area _____
- b. Total school enrollment is approximately _____
- c. The total No. of teachers in the school is _____
- d. No. of grades in the school are _____
- e. The following special education classes for the handicapped are offered:

- f. The following special programs are offered for regular, non-handicapped children:

II. How do you learn facts about the school:

- | | | |
|---|-----------|----------|
| a. Membership in School-Community Council | Yes _____ | No _____ |
| b. Membership in PTA | Yes _____ | No _____ |
| c. School's Open House | Yes _____ | No _____ |
| d. Talk with principal | Yes _____ | No _____ |
| e. Talk with student (or students) | Yes _____ | No _____ |
| f. Talk with teachers | Yes _____ | No _____ |
| g. Talk with neighbors | Yes _____ | No _____ |
| h. School Newsletter, principal's letter/bulletin | Yes _____ | No _____ |
| i. Community Newspaper | Yes _____ | No _____ |
| j. Rumors | Yes _____ | No _____ |
| k. (other) _____ | Yes _____ | No _____ |

III. What is your opinion of the school-community:

a. In general, the school is (check one):

_____ poor

_____ about average

_____ good

b. The teachers do a good job in teaching the children (check one):

_____ never

_____ sometimes

_____ most of the time

_____ always

c. The students are interested in learning (check one):

_____ no

_____ sometimes

_____ most of the time

_____ always

IV. What do you think should be done to help those students who do not learn well (check the one item you think most important):

a. _____ money from the federal government for more special programs

b. _____ special teachers (for reading, math, counseling, other _____)

c. _____ more teacher aides to help in the classrooms

d. _____ more books

e. _____ special T-V, radio, or movie programs

f. _____ more audiovisual equipment for classroom instruction (movie projectors, T-V's, FM-AM radios, overhead projector's)

g. _____ more home work

h. _____ strict discipline in the classroom

i. _____ more field trips

j. _____ (other) _____

k. _____ (other) _____

l. _____ (other) _____

(MORE)

V. Do you know of any major problems existing in the community of your school (check as many as you wish):

- a. _____
(your suggestion)
- b. _____
(your suggestion)
- c. _____ unemployment
- d. _____ unsupervised children
- e. _____ abandoned buildings
- f. _____ traffic hazards for children
- g. _____ great danger from robbery or other attack on the streets
- h. _____ drug pushers
- i. _____ uncollected garbage
- j. _____ transients or other loiterers
- k. _____ street littered
- l. _____ abandoned cars
- m. _____ drinking by youth
- n. _____ drinking by adults who become disorderly
- o. _____ rats or other vermin
- p. _____ too much noise
- q. _____ air pollution
- r. _____ drug use by adults
- s. _____ drug use by youths
- t. _____ homes and surrounding property no well maintained
- u. _____ serious child abuse
- v. _____ some parents are not interested in the school progress of their children
- w. _____ play areas are too small, too few
- x. _____ community services are too few or too far away
- y. _____ too many children.

(MORE)

VI. Do you know of any major problems existing in the school (check as many as you wish)

- a. _____ (your suggestion)
- b. _____ (your suggestion)
- c. _____ vandalism
- d. _____ many students do not read well
- e. _____ students are threatened with harm by other students on way to or from school
- f. _____ students are absent too much
- g. _____ some students carry dangerous weapons
- h. _____ too many students in the halls during class time
- i. _____ lack of interest in school by many students
- j. _____ lack of interest in teaching by many teachers
- k. _____ school needs repairs
- l. _____ students come to school under the influence of drugs or alcohol
- m. _____ students come to school hungry
- n. _____ many students are poor in math
- o. _____ students need more drill and practice in reading, writing and math
- p. _____ students need more individual help
- q. _____ physically or mentally handicapped children do not receive special education services.

II. Community members can help the school with its problems (check those you think best):

- a. _____ (your suggestion)
- b. _____ (your suggestion)
- c. _____ tutor students
- d. _____ read to young children in the school library or class
- e. _____ listen to students read at home
- f. _____ volunteer to help supervise students at lunchtime, on field trips, or in classroom
- g. _____ plan ways to correct problems as part of a group composed of students, teachers, and parents.

(END)

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY FORM.

JUNE 1974

TO: Members of the school-community: student, teacher, parent, other
(circle the one which applies to you).

Please answer the items in this survey because your responses will provide the principal, teachers, and community of _____ Elementary School with the information necessary for improving the effectiveness of the school's educational services to the community. If you are unable to provide the information for an item, go on to the next item.

I. How well do you know your school:

- a. Our school is located in District No. _____ of Area _____.
- b. Total school enrollment is approximately _____.
- c. Total number of teachers in the school is _____.
- d. Number of grades in the school are _____.
- e. Are special education classes offered in your school: _____.
If so, list them: _____
- f. Are additional kinds of programs available other than regular classes? _____ If so, list them: _____

II. How do you learn facts about the school:

- | | | |
|--|-----------|----------|
| a. Membership in School-Community Council | Yes _____ | No _____ |
| b. Membership in PTA | Yes _____ | No _____ |
| c. School's Open House | Yes _____ | No _____ |
| d. Talk with principal | Yes _____ | No _____ |
| e. Talk with students (or students) | Yes _____ | No _____ |
| f. Talk with teachers | Yes _____ | No _____ |
| g. Talk with neighbors | Yes _____ | No _____ |
| h. School Newsletter, principal's letter/bulletin | Yes _____ | No _____ |
| i. Communiletter | Yes _____ | No _____ |
| j. Community Newspaper | Yes _____ | No _____ |
| k. "Telephone Tree" messages | Yes _____ | No _____ |
| l. "How to" meetings | Yes _____ | No _____ |
| m. Rumors | Yes _____ | No _____ |

III. What is your opinion of the school-community:

a. In general, the school is (check one):

- ☐ poor
- ☐ about average
- ☐ good

b. The teachers do a good job in teaching the children (check one):

- ☐ never
- ☐ sometimes
- ☐ most of the time
- ☐ always

c. The students are interested in learning (check one):

- ☐ no
- ☐ sometimes
- ☐ most of the time
- ☐ always

IV. What do you think should be done to help those students who do not learn well (check FOUR items you think most important):

- a. ☐ money from the federal government for more special programs
- b. ☐ more special teachers (for reading, math, counseling, other ☐)
- c. ☐ more books
- d. ☐ make more use of special TV, radio, or movie programs
- e. ☐ more audio-visual equipment for classroom instruction (movie projectors, TV, FM-AM radios, overhead projectors)
- f. ☐ more homework
- g. ☐ strict discipline in the classroom
- h. ☐ more field trips
- i. ☐ help students improve their opinions about school
- j. ☐ smaller class size
- k. ☐ more communication between parents and teachers
- l. ☐ more teacher aides to help in the classrooms
- m. ☐ (your suggestion): _____

V. What are the major problems existing in the community of your school?
(check FOUR most important):

- a. ☐ (your suggestion): _____
- b. ☐ unemployment or other causes of poverty
- c. ☐ unsupervised children
- d. ☐ abandoned buildings
- e. ☐ traffic hazards for children
- f. ☐ great danger from robbery or other attack on the streets
- g. ☐ drug pushers
- h. ☐ uncollected garbage
- i. ☐ transients or other loiterers
- j. ☐ streets littered
- k. ☐ abandoned cars
- l. ☐ drinking by youth
- m. ☐ drinking by adults who become disorderly
- n. ☐ rats or other vermin
- o. ☐ too much noise
- p. ☐ youth gangs
- q. ☐ air pollution
- r. ☐ drug use by adults
- s. ☐ drug use by youths
- t. ☐ homes and surrounding property not well cared for
- u. ☐ serious child abuse
- v. ☐ some parents are not interested in the school progress of their children.
- w. ☐ play areas are too small or too few
- x. ☐ community services are too few or too far away
- y. ☐ too many people
- z. ☐ vandalism

VI. What are the major problems existing in the school (check FOUR most important)

- a. ☐ (your suggestion) _____
- b. ☐ classes are too large
- c. ☐ vandalism
- d. ☐ many students do not read well
- e. ☐ many parents do not participate in school activities
- f. ☐ students are absent too much
- g. ☐ some students carry dangerous weapons
- h. ☐ too many students in the halls during class time
- i. ☐ lack of interest in school by many students
- j. ☐ lack of interest in teaching by many teachers
- k. ☐ school needs repair
- l. ☐ students come to school under the influence of drugs or alcohol
- m. ☐ students use profanity
- n. ☐ many students are poor in math
- o. ☐ students need more drill and practice in reading, writing and math
- p. ☐ students need more individual help by teachers
- q. ☐ physically or mentally handicapped children do not receive special education services

VII. Community members can help the school with its problems (check those you think best):

- a. ☐ (your suggestion) _____
- b. ☐ encourage more parents to take interest in school
- c. ☐ tutor students
- d. ☐ read to young children in the school library or class
- e. ☐ listen to students read at home
- f. ☐ volunteer to help supervise students at lunchtime, on field trips, or in classroom
- g. ☐ students, teachers and parents together should plan to correct problems in school

(END)

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY FORM.

APPENDIX D

Results of Questionnaires

Results of Questionnaire - November, 1973

Table 7

Knowledge of the School

	Parents (N=59)		Teachers (N=74)		4th Grd. Students (N=370)	
	Rank	%	Rank	%	Rank	%
d. No. of Grades	1	64*	1.5	100*	1	67*
c. No. of Teachers	2	32	4	93*	5	28*
a. School District	3	27	1.5	100*	3	33
b. Enrollment	4	25	3	99*	4	32*
f. Special Programs	5	20	6	23*	2	42
e. Programs for Handicapped	6	15*	5	28*	6	26*

Table 8

Contact Sources

	Parents (N=59)		Teachers (N=74)		4th Grd. Students (N=370)	
	Rank	%	Rank	%	Rank	%
f. Teachers	1	85*	2	96*	1	81*
c. Open House	2	80*	5	82*	9	32*
h. Newsletter/Bulletin	3	78*	1	99*	5.5	47
e. Students	4	66	4	88*	3	67*
b. P.T.A.	5	63	6	66	10	31*
d. Principal	6	58	3	95*	2	69*
g. Neighbor	7	46	7	58	4	55*
i. Community Newspaper	8	34*	8	45*	5.5	47
j. Rumors	9	27*	10	31*	8	34*
a. School-Community Council	10	20*	9	37*	7	38*
k. Misc.	0	0	11	1*	11	9*

* Significant at .05 level

Results of Questionnaire - November, 1973

Table 9

Attitudes						
	Parents (N=59)		Teachers (N=74)		4th Grd. Students (N=370)	
	Rank	%	Rank	%	Rank	%
<u>About School</u>						
Average	1	55*	1	62*	2	32
Good	2	36	2	20*	1	58*
Poor	3	9*	3	18*	3	10*
<u>About Teachers</u>						
Mostly Interested	1	47	1	73*	2	12*
Always Interested	2	27	3	11*	1	77*
Sometimes Interested	3	24	2	16*	3	7*
Never Interested	4	2*	-	-	4	4*
<u>About Students</u>						
Mostly Interested	1	49*	2	27	2	26*
Sometimes Interested	2	39	1	73*	3	18*
Always Interested	3	9*	-	-	1	53*
Never Interested	4	3*	-	-	4	3*

Table 10

How to Help Students Learn						
	Parents (N=59)		Teachers (N=74)		4th Grd. Students (N=370)	
	Rank	%	Rank	%	Rank	%
b. Special Teachers	1	42*	2	27	2	30*
a. More Govt-funded Programs	2	32*	3.5	26	7.5	15*
g. More Homework	3	19	10	5	1	32*
c. More Teacher Aides	4	15	1	39*	7.5	15*
i. More Field Trips	5	12	6	16	2	24
f. More A-V Equip.	6.5	10	3.5	26	5.5	16
h. Strict Classroom Discipline	6.5	10	5	23	9	13*
d. More Books	8	7	9	7*	4	23
e. Special T-V, Radio Programs	9.5	5*	7	14	5.5	16
j. Misc-Open Option	9.5	5*	8	10	10	12*

* Significant at .05 level

Results of Questionnaire - November, 1973

Table 11

Concerns About Community Environment

	Parents (N=59)		Teachers (N=74)		4th Grd. Students (N=370)	
	Rank	%	Rank	%	Rank	%
d. Unsupervised Children	1	53*	1	87*	18	50
w. Play Areas too Small	2	51*	3	64*	11.5	57
k. Street Litter	3.5	46*	13	24	1	76*
x. Community Services too few, too far	3.5	46*	5.5	42	13.5	55
g. Street Danger: Robbery etc.	5	41	7.5	41	2	75*
c. Unemployment	6.5	37	5.5	42	22	46*
o. Rats, Vermin	6.5	37	23	11*	10	58
q. Air Pollution	8.5	30	18	18*	3	74*
v. Parents not Interested in School Progress of Students	8.5	30	2	78*	23	44*
e. Abandoned Buildings	11	29	12	26	18	50
m. Youth, Alcohol Use	11	29	10	30	5	66*
n. Adult, Alcohol Use	11	29	14.5	20	8.5	60
s. Youth, Drug Use	13	27	7.5	41	20	49*
f. Traffic Hazards for Children	15	25	18	18*	8.5	60
h. Drug Pushers	15	25	9	39	4	69*
p. Noise	15	25	22	12*	7	61
y. Dense Population	17	24	4	47*	21	48*
r. Adult, Drug Use	19	22	14.5	20	16	52
a. Abandoned Cars	19	22	18	18*	6	62
t. Poor Property Main- tenance	19	22	11	27	18	50
i. Uncollected Garbage	22	20	20	15*	11.5	57
j. Transients	22	20	16	19*	13.5	55
m. Child Abuse	22	20	21	14*	15	54

* Significant at .05 level

Results of Questionnaire - November, 1973

Table 12

Concern About School Environment

	Parents (N=59)		Teachers (N=74)		4th Grd. Students (N=370)	
	Rank	%	Rank	%	Rank	%
d. Poor Reading of Students	1	75*	1	96*	4	76*
o. More Practice, Drill Needed in Basics	2	73*	3.5	72*	3	79*
m. Students Poor in Math	3	59*	7	49	7	74*
p. Pupils Need More Individual Help	4	49	2	89*	5	75*
c. Vandalism	5	44	5	70*	7	74*
i. Students Lack Interest	6.5	42	3.5	72*	13	51*
e. Students Threaten Harm to Other Students	6.5	42	6	53	1	86*
g. Students Carry Weapons	8	41	10	35	2	82*
m. Hunger of Some Pupils	9	32	12	27*	9	70
f. Pupil Absences	10	30	9	42	11.5	69
k. Repair Needs of School	11	27	11	31*	7	74*
h. Student in Halls During Class Time	12	25	8	48	11.5	69
j. Teacher Lack Interest	13	20*	14	19*	16	36*
l. Pupils Under Influence of Drugs, Alcohol	14	9*	15	8*	15	45*
q. Handicapped Need More Special Education	15	3*	13	24*	14	47*

Table 13

How Community/Parents Can Help The School

	Parents (N=59)		Teachers (N=74)		4th Grd. Students (N=307)	
	Rank	%	Rank	%	Rank	%
e. Listen to Pupils Read (Home)	1	71*	4	76	1	77*
g. Parent /Teacher/ Pupil Group Planning	2	64*	2.5	78	5	60
f. Supervise Lunchroom, Class, Field Trips	3	58	1	92*	2	73*
d. Read to Pupils	4	37*	5	54	3	71*
c. Tutor Pupils	5	35*	2.5	78	4	62

* Significant at .05 level

Results of Questionnaire - June, 1974

Table 14

Knowledge of School						
	Parents (N=72)		Teachers (N=113)		4th Grd. Students (N=395)	
	Rank	%	Rank	%	Rank	%
Programs						
For Handicapped	1	83*	1	100*	3	72
No. Grades	2	72*	2.5	88	1	89*
No. Tchrs. in School	3	60	4.5	86	4	67
Dist. Area Location of School	4	40	2.5	88	5	66
Other Programs in Sch.	5	35*	6	66*	2	77*
School Enrollment	6	31*	4.5	86	6	52*

Table 15

Contact Sources for School Information						
	Parents (N=72)		Teachers (N=113)		4th Grd. Students (N=395)	
	Rank	%	Rank	%	Rank	%
Teachers	1	90*	3.5	85*	1	88*
Sch. Newsletters/ Bulletins	2	88*	2	89*	3	80*
Students	3	85*	5	81*	5	75*
Principal	4.5	83*	1	100*	2	82*
School Open House	4.5	83*	6	78*	7	66
Neighbors	6	82*	11	36*	4	76*
PTA	7	72	3.5	85*	12	34*
Communitelatters	8	69	7	50	6	71*
Community Newspapers	9	54	9	41*	10	43*
Sch.-Community Council	10	53	12	30*	13	31*
How-to Meetings	11	47*	8	43*	11	42*
Rumors	12	32*	10	40*	8	51*
Telephone Tree	13	29*	13	19*	9	50*

*Significant at .05 level

Results of Questionnaire - June, 1974

Table 16

Attitudes						
	Parents (N=72)		Teachers (N=113)		Students (N=395)	
	Rank	%	Rank	%	Rank	%
<u>About School:</u>						
Average	1	51*	1	56*	2	43*
Good	2	32	2	19*	1	49*
Poor	3	14*	3	17*	3	7*
<u>About Teachers</u>						
Mostly Interested	1	50*	1	73*	2	15*
Always Interested	2	31	3	8*	1	65*
Sometimes Interested	3	15*	2	11*	3	14*
Never Interested	4	1*	4	1*	4	2*
<u>About Students</u>						
Mostly Interested	1	49*	2	43*	3	27
Sometimes Interested	2	38	1	55*	1	37
Always Interested	3	7*	4	0*	2	30
Never Interested	4	3*	3	1*	4	5*

Table 17

How to Help Students Learn						
	Parents (N=72)		Teachers (N=113)		Students (N=395)	
	Rank	%	Rank	%	Rank	%
Special Teachers	1	67*	1	74*	3	49*
Strict Discipline	2	51*	5	43*	10	22
Smaller Classes	3.5	47	2	62*	12	8*
More Homework	3.5	47	12	6*	1	52*
Parent-Teacher Comm.	5	44	3	50*	7	27
Gov't Funded Programs	6	36	6.5	34	5	42*
Improve Student						
Attitudes About Sch.	7	29	4	48*	11	21*
More Teacher Aides	8.5	28	6.5	34	8.5	23
More Books	8.5	28	11	12*	2	51*
More Education TV/ Radio Programs	10	26	10	16*	6	28
More A-V Equipment	11	25	8	29	8.5	23
Field Trips	12	18*	9	19*	4	47*

*Significant at .05 level

Results of Questionnaire - June, 1974

83.

Table 18

Concerns About Community Environment

	Parents (N=72)		Teachers (N=113)		Students (N=395)	
	Ranks	%	Ranks	%	Ranks	%
Uninterested Parents	1	53*	1	77*	18.5	11*
Play Areas Too Small/ Few	2	49*	3	38*	12.5	14*
Unsupervised Children	3	40*	2	72*	7	19*
Street Dangers-Robbery (etc.)	4	35*	13	8*	2	43*
Community Services Too Few/Far	5	33	5	29*	25.5	2*
Abandoned Buildings	7	29	9	17	4.5	25*
Street Litter	7	29	24.5	0*	6	20*
Vandalism	7	29	8	20*	3	30*
Unemploment	9	26	6	28*	20	10*
Loiterers	10	25	24.5	0*	24	4*
Drinking - Adults	11.5	22	19.5	2	21	9*
Air Pollution	11.5	22	15.5	5	10	15*
Drug Pushers	13.5	21	10	14*	1	47*
Rats, Vermin	13.5	21	24.5	0*	12.5	14*
Traffic Hazards	15	18	21.5	1*	4.5	25*
Uncollected Garbage	17	17	24.5	0*	18.5	11*
Gangs	17	17	7	21*	15	13*
Drug Use - Adults	17	17	17.5	4*	15	13*
Drug Use - Youth	19.5	15	11.5	12*	8	16
Drinking - Youth	19.5	15	15.5	5*	10	15
Poor Property Maint.	21	13*	11.5	12*	22.5	6*
Noise	22	11*	17.5	4*	10	15*
Misc.	23.5	10*	14	6*	25.5	2*
Abandoned Cars	23.5	10*	19.5	2*	15	13*
Child Abuse	25	8*	21.5	1*	17	12*
Dense Population	26	6*	4	30*	22.5	6*

* Significant at .05 level

Results of Questionnaire
June, 1974

Table 19

Concerns About School Environment

	Parents (N=72)		Teachers (N=113)		Students (N=395)	
	Rank	%	Rank	%	Rank	%
Poor Reading (Students)	1	49*	1	56*	4	34*
Parents: Non-participants	2	43*	6	40*	11	18
Need Drill in Basic Skills	3	33	5	43*	7.5	23
Large Class	4	32	4	47*	15	9*
Students Need Individual Help	5	29	2	55*	12	16*
Students Use Profanity	6.5	25	9	14*	10	19
Vandalism	6.5	25	12	9*	2	39*
Poor in Math (Students)	8	24	15	2*	7.5	23
Handicapped Need More Special Ed. Services	9	22	10	12*	13	14*
Excessive Absence (Stud)	10	21	8	20	5	20
Students Lack Interest	11	18	3	50*	14	11*
Students Carry Weapons	12.5	17	17	0*	1	55*
School Needs Repairs	12.5	17	11	10*	3	35*
Teachers Lack Interest	14	11*	13.5	4*	16	7*
Students in Halls During Class	15	10*	7	21*	6	32*
Student Under Influence of Drugs/Alcohol	16	4*	16	1*	9	21

Table 20

How Community/Parents Can Help School

	Parents (N=72)		Teachers (N=113)		Students (N=395)	
	Rank	%	Rank	%	Rank	%
Group Planning (Parents, Teachers, Students)	1	56*	2	77*	4	59*
Listen to Pupils Read (Home)	2	53*	3	61	1	64*
Help Supervise Class/ Lunch/Trips	3	36	4	54	2	62*
Encourage Parent Participation	4	35	1	93*	5	43
Read to Pupils in School	5	28	6	26*	3	61*
Tutor Pupils	6	25	5	44	6	42

* Significant at .05 level.

APPENDIX D

Related Documentation

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Community Letter

Dear Miss Anderson,

I wish to make the following
suggestions for the betterment of V.V.
School:

I wish to know the following about
V.V. School:

Signed (Optional)

V.V. PARENT NEWSLETTER

November 30th, 1973

An informational newsletter
to the parents of
VAN VLISSINGEN Students

See Page 2

READING GAMES FAIR

9:00 to 2:30

WEDNESDAY, THURSDAY, FRIDAY
December 5---6---7, 1973

See Page 3

86.

Page 1

The Principal's Page...

VAN VLISSINGEN PARENT NEWSLETTER

Recently, I conducted a survey concerning attitudes and information about Van Vlissingen School. I asked the teachers the fourth grade students and their parents to complete the form which asked about:

the size of V.V.,
the number of teachers-pupils,
how we learn about the school, and
the major problems, etc.

I was surprised at the range of answers and recognized a need for more information about our activities and programs.

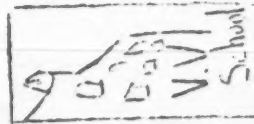
This bulletin is the first step to share news of V.V. The last page is the community letter, a request for our parents to give us feedback and ideas. Schools need your help...learning is a three way bond--parent, teacher, and student.

+++++

VAN VLISSINGEN PARENT HANDBOOK

At our recent Open House, parents were given a copy of our new V. V. Handbook. The following day, copies were sent home with pupils in the main building and module. We hope you now have your copy.

Page 2



Van Vlissingen has a new goal as pictured on the Superstar's badge. Every child knows that we expect him to practice his reading daily at home. Every teacher is working hard

to help students master new reading skills. The only way to make these skills a part of our reading is to practice daily AT HOME.

Our goal is; a book in every child's hand!

+++++

READING GAMES FAIR

Over the past several months, parents have expressed a need for ideas about reading games that can help students in learning. A distributor of this type of game will be held at Van Vlissingen's main building on Dec. 5th, 6th, and 7th. Every parent is invited to view the material in room 003.

Teachers and their classes will also have an opportunity to visit the display. Orders can be placed for these materials.

+++++

OPEN HOUSE

Thank you for attending our Open House. We felt it was a success and we enjoyed visiting and sharing student work.

THOMAS J. HIGGINS SCHOOL
11710 S. Morgan St.
Chicago Illinois

February 26, 1974

Dear TSP Parent:

The Telephone Supportive Parent tree begins. There are 4 telephone trees:

- 9 to 12 o'clock noon.
- 12 to 3 P.M.
- 3 to 6 P.M.
- 6 to 9 P.M.

Your copy of your telephone tree is attached to this letter. The message for 4th grade students and their parents will be telephoned to and hand-delivered to the first person on the tree.

Please:

- Call your TSP partner with the message as soon as you are able. Your partner or partners are listed below your name and connected to it by a line.
- If the message is not clear to you discuss it with your partner or call school - CC 4-4844.
- Post your TSP card in a street facing window. Other parents should know of this program.
- If you have comments or suggestions, complete the comment letter which will be sent home with each telephone message and return it to school.

Again many thanks for volunteering for this project. We aim for it to be a success.

Sincerely,

Mrs. D. Burrows - Room 213 -4th grade
Mrs. H. Hogan - Room 205 -4th grade
Miss J. Reed - Room 100 -4th grade
Barbara H. Valerious - Principal

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ADDITIONAL INFORMATION

ADDITIONAL INFORMATION

POPULAR

9 a.m. to 12

12 to 3 p.m.

3 to 6 p.m.

6 to 9 p.m.

Parent:
Student:
Telephone:

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HOW TO MEETINGSHow To Plan And Lead Successful Meetings

Everybody goes to meetings. There is always a meeting going on somewhere. Anyone with ambitions for job or community leadership will give themselves a boost by developing the know-how of planning and leading successful meetings.

Why is knowing how to handle a meeting so important?

It will get you job recognition. Your employer might well consider you for a promotion if he can say, "This person knows how to handle a meeting." This will be one big point in your favor.

It will win you community recognition. Your name may come up in the nominating committee of one of the community organizations of which you are a member. If they can say of you, "This person would be great because of their ability to conduct a good meeting," you may well be elected. You enjoy the satisfactions of recognition and leadership.

It will make your family and friends proud of you.

Your family and friends will be a big prodder of you when they see you acclaimed as a leader on your job or in your community.

To sum up, you will be in line for promotion, for community recognition, and for added admiration from your family and friends when you know how to plan and lead a successful meeting.

Can You Lead A Successful Meeting?

Certainly you can. Remember these rules.

Every Meeting Is What The Leader Makes It

1. He thinks the meeting through in his own mind
 - No two meetings are exactly the same. A good leader never takes a meeting for granted. He visualizes the meeting in his own mind. He asks himself: "How can I make it different?"
2. He then translates his ideas into a program
 - What speaker(s) should be invited? What exhibits will help? Should there be a special feature? He outlines for himself the most interesting and productive program he can think up to achieve the purpose he has in mind for the meeting.
3. He arrives at the meeting with an agenda
 - An agenda makes sure that every topic will be covered. An agenda should be specific as to time; and a copy should be specific as to time; and a copy should be in the hands of each participant. This is a responsibility of the leader, and he will find himself all the more firmly in control of a meeting for having made an agenda.

Agenda For Regular Monthly Meeting

8:10 p.m. Call to order promptly; chairman's welcome
 8:15 Invocation by chaplain or minister
 8:20 Reading of minutes
 Old business
 New business
 Announcements
 8:35 Report on current special project
 8:45 Introduction of guest speaker
 9:25 Thank speaker; closing remarks
 9:30 Adjourn

An agenda tells exactly what you are going to do and how you are going to get all of it done. Have an agenda and hold to it.

4. The leader knows the basic rules of procedure

-The rules of procedure for a meeting are the traffic lights of discussion and decision in a group. A leader familiar with them holds his group to them and maintains order. Just remember this: Rules of procedure for a meeting are tools to serve the meeting, not devices for showing off the leader.

Main Parliamentary Rules

Most meetings do not call for complicated parliamentary rules. Four or five fundamental ones are sufficient to keep the meeting in order. There is one general rule of vital importance for the chairman: Keep your meeting under control, but do not let yourself become involved emotionally or personally in the debate. Your job, as leader, is to keep things orderly. You can't do that if you get involved in the debate itself. If you want to speak, do not speak from the chair; give the gavel to somebody else and speak from the floor. Here are a few fundamentals of procedure:

A motion must be made and seconded before it is subject to debate and vote.

An amendment must be made and seconded before it is subject to debate and action.

When you put a motion and amendment to a vote, you put the amendment first. If the amendment loses, you put the original motion. If the amendment wins, you put the motion as amended.

A report is first made, and then a motion to adopt it. It can be adopted either as a whole, or paragraph by paragraph, or item by item. If it is adopted paragraph by paragraph or item by item, it should then be adopted as a whole after all of the paragraphs have been adopted in the form the group approves.

With reports from regular committees, such as a nominating committee, you should know the provisions of the constitution and by-laws of your group, so that additions or changes will be guided by them.

Points of privilege are of two kinds, personal privilege and privilege for the house. They are in order at all times. A motion to adjourn is not debatable.

Remember, the leader is the essential of a good meeting because:

1. He thinks the meeting through in his own mind.
2. He creates a program.
3. He arrives at the meeting with an agenda.
4. He knows the basic rules of parliamentary procedure.

There are five basic steps which every leader should know. Follow these five steps seriously and thoroughly, and your meeting, big or small, regular or special, social charitable or commercial, educational or inspirational, will be a real SUCCESS.

The five steps are:

1. Pinpoint the Purpose of the Meeting
2. Choose the Right Time for the Meeting
3. Know What You Want the Meeting to Accomplish
4. Decide How to Motivate Those Present
5. Plan for the Follow-through

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Warsaw Inn

A G E N D A

- 101

STRATEGIES TO GENERATE SUPPORT FOR IMPROVEMENT OF THE
PARENT-STUDENT-TEACHER LEARNING BOND.

BY

RUBY BRYANT
LILLIE COX
MILDRED T. DABNEY
CHARLES EVINS JR.
MILDRED JOHNSON
ANNETTE POWERS
BETTY ROWLAND

SOCIOLOGY OF EDUCATION
411B

I N T R O D U C T I O N

Educational reports, government funded programs, administrators, and teachers have all expressed the desirability of parent participation in the operation of schools. The lack of parent involvement in school programs has prompted a coalition of teachers in District 21 to attempt to improve the home-school relationship in their district. The schools which are initiating the program are Armour, Bannecker, and Hinton. Each school will use the resources which are available to it at the local level as well as the collective use of the community resources. The implementation of the program will be similar in each school, and each school will tailor the suggested strategies to meet its needs.

PURPOSE

Our purpose is to develop strategies to generate support for improvement of parent-student-teacher learning bond. Through the use of workshops, telephone "trees", communiletters, and the established parent organization in each school, it is hoped that greater parental involvement will be attained.

PROBLEM

Why has the level of parent involvement in school activities eroded to its present low level? Parents have expressed three general areas of negativism in the schools.

- (1) There is a general climate of unfriendliness in the schools.
- (2) Many educational programs are implemented in the schools without parent input.
- (3) Teachers are seemingly indifferent to the child's home life.

OBSTACLES

A few of the many obstacles which we will attempt to overcome are:

- (1) Teacher attitudes toward parents.
- (2) Years of general apathy by both teachers and parents.
- (3) Acceptance of parents in school resources.
- (4) Involving the business community in local school problems.
- (5) Increasing the safety factor in using existing community resources.
- (6) Lack of funds.

COMMUNITY RESOURCES

A partial list of community resources follows. It is hoped that the parents, SGRs and other teachers will add to the list.

TIME LINE AND STRATEGIES

SEPTEMBER, 1974 Workshop-4th week of school Each school will work through the Local School Council of Parent-Teacher Association to develop a meaningful workshop. Suggested topics: 1. How your school works? 2. What Do You want to know about your school? 3. What is Continuous progress?	OCTOBER, 1974 District wide meeting of parents and teachers. The teachers and parents will work through the District Council Suggested purposes: Discussion of ways to get more children to exisint community facilities -park, library. Getting Alderman Shannon to speak on what he can do to Im-prove existing facilities.	NOVEMBER, 1974 Operation Merry Christmas (Suggestion) This is to be a teacher sponsored activity in which old toys will be collected and repaired and then turned ove to a community agent for distribution.
DECEMBER, 1974 A suggested activity for this month is to make a list of inexpensive reading materials that can be purchased as Christmas presents. It is also suggested that parents and teachers go into the business community at Engle wood shopping Concourse and suggest that educational toys be displayed in prominent areas.	JANUARY, 1975 Where do we go from here? Have a general meeting to make suggestions for improving relationships.	FEBRUARY, 1975 District Wide science fair Asslt parents in related science fair activities. Begin planning for art and music festival.
MARCH, 1975 How to get the most for your dollar. Consumer Education.	APRIL, 1975 District wide art and music festival.	JUNE, 1975 Parent evaluation of school year. Suggested list of summer activities.

JUNE- 1975 -- Write an evaluation of the year's activities. Plan --Agenda for the coming year.

*THE SUGGESTED ACTIVITIES IN THIS TIME LINE ARE ONLY TENTATIVE.

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LOCAL PTA WITHIN EACH SCHOOLCOMMUNITY PARENTS

1. Mrs. Dorothy Anderson
2. Mrs. Baker
3. Mrs. Colar Deester
4. Mrs. Doris Blakely
5. Mrs. Mary Brock
6. Mrs. Burton
7. Mrs. Delores Edgeworth
8. Mrs. Farmer
9. Mrs. Barbara Lloyd
10. Mrs. Jessie McKenzie
11. Mrs. Virginia Moore
12. Mrs. Penn
13. Mrs. Phipps
14. Mrs. Francis Pierce
15. Mrs. Frances Smart
16. Mrs. B. Thomas
17. Mrs. Wright

ADMINISTRATIVE PERSONNEL

Jack Mitchell - District 21 Superintendent
Lewis Webster - Hinton School Principal
Margaret Junker - Bannaker School Principal
O. J. Nomellini - Armour School Principal

Alderman Shannon

Jacqueline Brown

Izetta Downing

➤ HINTON SCHOOL COMMUNITY REPRESENTATIVES

Mr. Thomas Webb - Project Director, Operation Impact
District 21
400 West 69th Street
651-3069

COMMUNITY RESOURCES - ARMOUR SCHOOL

A B C Adjustment School

910 East 83rd Street

846-4412

Day Care Center for Mentally Handicapped Children

Back of the Yard's Council

4600 South Ashland

LA 3-4416

Family and Individual Counselling

Group Development

Neighborhood Organization and Development

Volunteer Program

Juvenile Welfare

Chicago Police Department

9th District Station

3501 South Lowe

744-3227

POLICE - Community workshops on Bicycle Thief, Vandalish, narcotics, and etc.

Children and Family Services

Central Office: 1026 South Damen 341-8400

Social services to children and their families. Operates schools and institutions for blind, deaf, physically handicapped and dependent children. Provides direct child welfare services if not available through other public or private institutions.

Cook County Public Aid

Michigan Office

20 East 21st Street

326-5400

Financial Assistance to the aged, blind, and disabled and to families with dependent children.

Dixon State School

2600 North Brinton Avenue

Dixon, Illinois

(815) 248-3311

Diagnosis, evaluation, and treatment of the mentally retarded and a residential institution.

Institute for Juvenile research

907 South Wolcott

341-7330

Training and research facility for study and treatment of emotionally disturbed children and adolescents.

Juvenile Court

2246 West Roosevelt Road

633-2000

Provide protection, guidance, care, custody, and guardianship of children who are delinquent, otherwise in need of supervision, neglected, or dependent.

Loyola Guidance Center

820 North Michigan Avenue

337-3389

Psychiatric, Psychological and Social services for children with behavior problems that can be treated on an out-patient basis. Consultation, diagnosis, and evaluation of the mentally retarded.

A list of District 21 Community Service Organization will be completed by District Office.

The success or failure of the strategies used will be measured by the frequency with which the parents of a particular school attend the functions of that school. The number of people which attend a given activity will also be an important part of any evaluation. Furthermore, the evaluation can be determined through the use of the feedback section of the communiletter sent home. Other means of determining the degree of success will develop throughout the year.

Evaluate the three communication techniques applied by Coalition of Teachers:

1. Maintain Records Throughout 1974-75 School Year
 - a. Communiletter
 - b. "How To" meetings
 - c. T.S.P. telephone tree
2. Assess by Percent of Response/ participation, using total number of parents in each school as the basis:
 - a. Growth in interest by parents in school program
 - b. Improvement in attitudes about school (inferential)
3. Observe behavior of above specified school-community groups to cross-validate concerns and attitudes expressed in questionnaires.

PARTICIPATANTS

Ruby Bryant, - 7233 South Emerald, 846-1034, Hinton School
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Mildred Johnson, - 1614 East 86th Street, 768-6838, Hinton School
Annette Powers, 8926 South Marshfield Avenue, Banneker School
Betty Rowland, 7830 South Constance, Hinton School

SCHOOLS

Armour, O. J. Nomellini, Principal, 950 West 33rd Place
Banneker, Margaret Junker, Principal, 6656 South Normal Blvd.
Hinton, Lewis Webster, Principal, 644 West 71st Street

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